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Revue
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Summer 1984 Volume 34, No. 3

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Canadian Home Economics Journal

Revue Canadienne d'Economie Familiale

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The Association: The Canadian Home Economics Association is the national professional organization for those educated and/or working in the field of consumer and family studies, foods and nutrition, home economics, and human ecology. The overall aim of the association is to promote the well-being of individuals and families and to serve home and community life in Canada.

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Cover design by Yvonne Lozinski — depicts the movement of players across a game board to symbolize the state of the art, professional preparation, professional practice, and looking to the future.

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. . . *from the* Editors

Professional practice in the midst of accelerated change and technological advance disrupts traditional ways of working and forces us to search for new opportunities and creative ways of using professional knowledge. In this issue, the look at professional practice provides insights into some of the ways in which the workplace is changing and the ways individuals must adapt to work in a society where there is to be equality of opportunity for women and men. Through the eyes of our authors we invite you to delve into new roles for home economists, changing gender roles, networking, and job sharing.

By contrast, browse through our history and reflect on the early development of the home economics profession and education for the profession as reviewed by Vaines. Share her enthusiasm for the dynamic, farsighted individuals who conceived ideas for improving the quality of life at the turn of the century — a period of social change, change brought about as society took the upheaval of the industrial revolution in its stride.

Then, reflect back to today, also a time of unrest as society adjusts to the variety of changes brought about by the technological revolution. Now as then, the definition of home economics conceived at the Lake Placid Conferences stands firm; the thrust of the profession has changed, as it should, but the goal remains the same.

In this issue we continue to explore family studies education in the public school curriculum with "Knowing daily life, a response to *Education for the future family*" that appeared in the Winter 1984 issue. Also relevant to this discourse are articles on education in the province of Quebec and in Australia.

Let us hear **your ideas and concerns**. Take part in the dialogue that helps maintain home economics as a strong profession. ●

NEXT ISSUE:

A Look to the Future

Including: perceptions of the future of home economics, strategies for financial security on retirement, the *name* issue.

Also including: more on graduate education in Canada, diet and stress, computer technology. ●

Letters

Reconceptualizing Home Economics

I wish to comment on MacCleave-Frazier and Murray's "A Framework for Reconceptualizing Home Economics," that appeared in the Spring 1984 issue of the *Canadian Home Economics Journal*, hoping to initiate some debate.

The authors' model seems to depict a filtering process from the first screen's "perspectives from supporting disciplines" to the outcome of the fifth and final screen's "valued ends." As presented, it seems to be a methodological rather than a philosophical model. Maybe the methodology along with the stated purpose does define home economics. If so, agreement on these could give that common identity, lack of which causes us so much concern.

The authors suggest "overemphasis on the technical" has **caused** home economics to lose sight of its mission. Although their model includes the technical, their argument fails to put it in perspective. There are social and cultural dimensions to practical, technical, and process skills that home economics is in a particularly favorable position to recognize. We should not allow ourselves to be so bullied by the "cooking and sewing" taunt that we abandon these practical aspects of the practical problems. Our challenge is to make the connection between technical solutions and accomplishing the mission to improve the quality of life.

Finally, the model shows the focus of home economics as solving practical problems of families. This is more definitive than a focus on "the family" inasmuch as other disciplines also focus on the family, but **without** regard for perennial practical problems and, by inference, of women. We must contribute to these other disciplines from our knowledge and our research.

We need dynamic, interactive, creative activity that will allow action rather than reaction in the face of change. MacCleave-Frazier and Murray's present model is a beginning in clarifying our thinking. Discussions of *transformation* in the forthcoming issues of the *Journal* may take us the next step along the road.

J. Estelle Reddin
Chair, Department of Home Economics
University of Prince Edward Island

CHEA Conference '84
July 5-8, 1984
Ottawa

Congrès « 84 » de l'ACEF
du 5 au 8 juillet
Ottawa

1984

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Margaret Wallace

Looking to the Future
Un regard vers l'avenir

The new structure of the Association, being implemented this year, is not very different from the structure that had evolved over many years. More significantly, it is a recognition of the increasing need to respond to changing times, to think ahead.

The identification of four vice-presidents highlights aspects considered important to successful functioning. Grouped together under each vice-president are the fields in which we, as professional home economists in different environments, interact with clienteles whose needs and expectations vary significantly. I wonder if the same fields will be present in the future. Some certainly shall be, but what new, exciting ones will emerge? These should reflect the initiative and forward thinking of us as professionals to be sensitive to the ways in which our unique service can be delivered best to serve the family. And not only the Canadian family. Our involvement through an increasing number of international projects reinforces growing commitment to share our expertise; in turn, deepens our understanding of how other nations live.

Distances are shrinking, technological marvels are becoming more sophisticated, but the need for human contact and interdependence grows. Home economics **can** be a vital force and I strongly believe that through our professional associations this force can be tremendously effective. Where else can you find this kind of diversity of professional contact, opportunity for growth, exposure to the latest trends and a wonderful way to network? Obviously most of those reading this are the converted, but speak to a colleague, a friend who needs to be convinced, a young graduate. We need each other more than ever! Our profession can benefit in many ways, not the least of which are greater impact when lobbying over issues critical to family and professional welfare and stronger financial base to meet the ever-growing expectations of the membership.

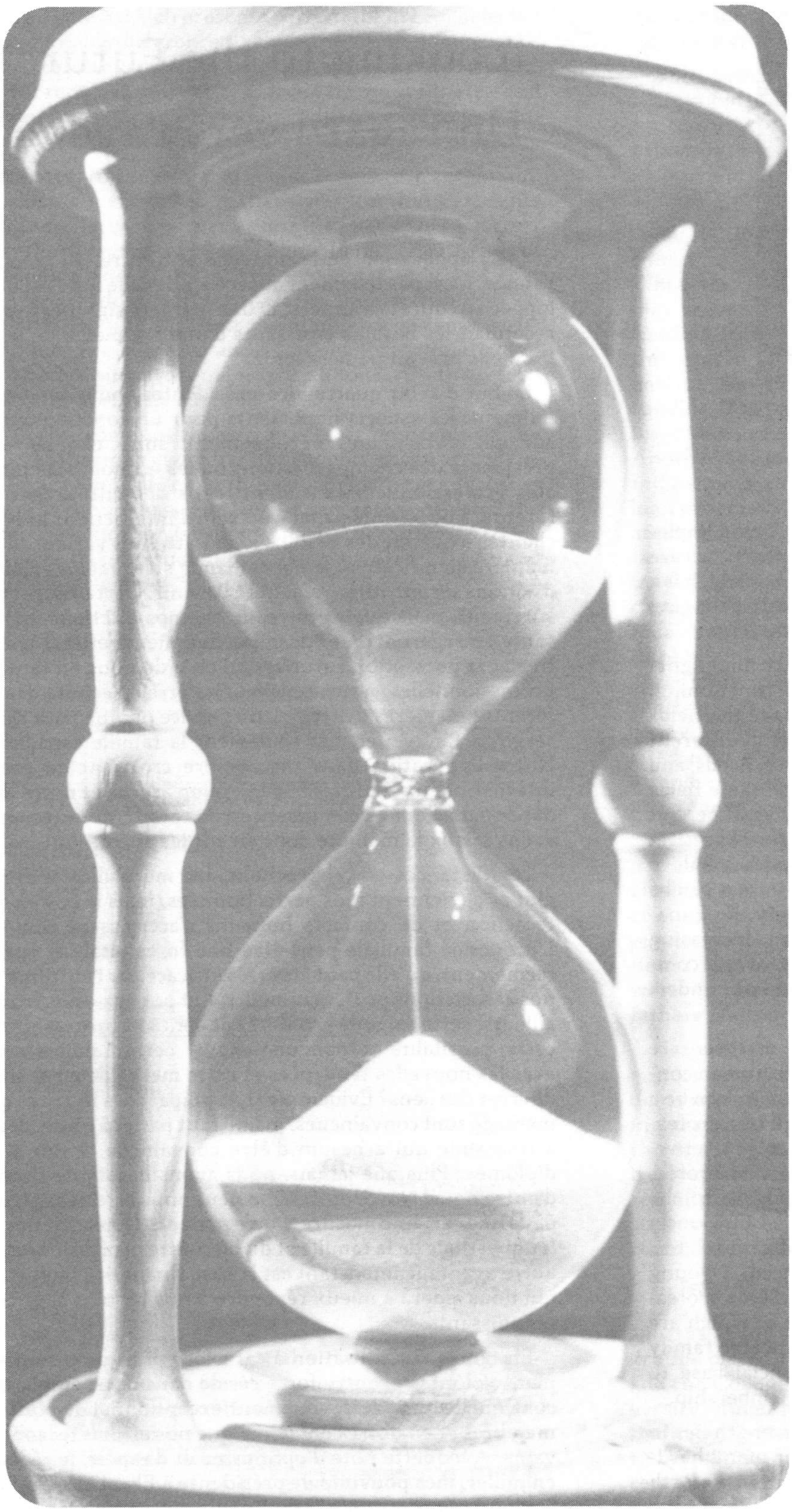
As a largely volunteer organization, our strength lies in the continued commitment and dedication of many hard-working members, and our belief that the results are worth that effort. With optimism and hope, I shall hand over the presidency in July to Elizabeth Dowdeswell and wish her, the executive, and board success and fulfilment. •

L'application de la nouvelle structure, au cours de l'année, n'est pas tellement différente de celle qui s'est développée au cours des années. D'une manière significative elle reconnaît les besoins croissants d'une ère pleine de mutation, elle prévoit pour l'avenir.

Le fait d'avoir quatre vice-présidentes souligne, dans le moment, les aspects importants pour un fonctionnement adéquat. Voici un regroupement sous chaque vice-présidente des champs d'actions où les économistes familiales professionnelles évoluent: dans des entourages différents, à différents paliers, au sein d'interactions avec des clientèles qui ont des besoins et des attentes variants d'une manière significative. Je me demande si les mêmes champs d'actions seront aussi présents à l'avenir. Certains le seront sûrement, mais quels nouveaux champs d'actions intéressants émergeront? Ces derniers devraient refléter l'initiative et la perception futuriste qu'on a de nous en tant que professionnelles, notre sensibilité d'être à l'écoute des différentes manières d'offrir notre service unique pour mieux servir la famille; et, pas seulement la famille canadienne. Notre implication dans un nombre croissant de projets internationaux renforce la perception accrue et notre mandat de partager nos compétences; en retour, nous comprendrons mieux la manière dont vivent les autres nations.

Les distances se rapprochent, les merveilles technologiques deviennent plus perfectionnées, mais le besoin d'interaction et de contacts humains s'accroîssent toujours. L'économie familiale **peut-être** une force vitale et je crois fermement, qu'elle peut être très efficace par l'entremise de nos associations professionnelles. Où pouvez-vous trouver ailleurs, cette sorte de diversités de contacts professionnels, cette possibilité d'épanouissement, cette familiarisation avec les nouvelles tendances et cette merveilleuse manière de créer des liens? Évidemment, la plupart des lectrices de ce message sont convaincues, mais il faut parler à une collègue, à une amie qui a besoin d'être convaincue, à une jeune diplômée. Plus que jamais, nous avons besoin de chacune d'entre nous! Notre profession peut nous être avantageuse dans une certaine mesure, notre pouvoir de négociation sur les questions de la famille et du bien-être professionnel. Un autre avantage important est la base financière importante qui nous aidera à mieux répondre à nos besoins sans cesse grandissants.

En tant qu'organisation à caractère presque essentiellement volontaire, notre force réside dans notre implication continuelle, dans le dévouement exceptionnel de plusieurs membres et en notre conviction que nos efforts ne sont pas vains. Avec cette note d'optimisme et d'espoir, je céderais, en juillet, mes pouvoirs de présidente à Elizabeth Dowdeswell. Au nom des conseils de direction et d'administration et en mon nom personnel, je désire lui souhaiter bonne chance et que l'exécution de son mandat soit très enrichissant. •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Planning is a

way of saving

our scarcest

non-renewable

resource

TIME

PLANNING

Decision Making about the Future

Beverly Bajus
Guest Editorial

We are increasingly required to optimize resources, to minimize time spent in decision making, to reach new levels of productivity in our professional and personal lives.

Inundated with information and confronted with a confusing array of alternatives, many of us procrastinate and some of us are even unable to act. Others find it easier to leap to conclusions to avoid the discipline of thinking through staggering quantities of information and options. The breadth and complexity of the issues we face require that we improve our ability to process information to insure we choose the best alternative in the least time. My experiences have convinced me that **planning is the solution.**

Planning is decision making about the future. The process produces best results with creative input, but the discipline of strategic thinking augmented by systematic, analytical problem solving is essential. I'm not suggesting that the planning practitioner never uses "hip pocket hunches" or never jumps to conclusions. But when these shortcuts are used, the degree of risk involved in the decision must be borne in mind.

Planning minimizes anxiety and avoids costly mistakes. Planning is a way of saving our scarcest, non-renewable resource — a way of economizing our time. Simply stated, planning is a way of thinking — **strategic thinking.**

Strategic thinking evolves from asking tough-minded questions. It's imperative to examine the why, as well as the usual who, what, where, when, and how. Strategic thinking requires being flexible and objective — acknowledging hunches and pet ideas and looking for facts to support or disprove them.

Strategic thinking capacity is underdeveloped, even among experienced professionals, for a number of reasons. It's easy to get bogged down or hide behind programmed, deadlined tasks. Tasks are concrete. Plans are ambiguous. We think of ourselves as doers, result oriented, paid to take risks, responsible for prompt decisions. Consequently, we categorize *doing* as productive and *thinking* as non-productive activity. Then there's the old standby: resistance to change, the "we've always done it that way" approach.

Dr. Robert Schuller suggests there are only two emotions. Not love and hate, but, love and **fear**. His thought has relevance to the planning process. Some of us love it. The rest of us don't hate it; we fear it. We resent the intrusion of discipline in our entrepreneurial lives. In committing our ideas and proposals to a plan, we fear they will be changed, or worse, won't survive careful analysis.

Planning requires that we think and work analytically, logically, determinedly, dynamically. It doesn't necessarily require more time. Remember the slogan: Never enough time to do it right. Always enough time to do it over!

Planning, strategic thinking, should not be reserved for special projects. It should be a continuous part of life. The process begins with an analytical look at the situation. All of us should develop the habit of asking, "What are we really trying to accomplish?" More important ask: "Why? What results are expected? By what date?" We should begin to plan as soon as a project is identified, not in midstream. Think through what's required. Get input from all the involved or experienced individuals, up and down the supervisory scale. Ask a lot of questions. Establish a timetable. Commit the information to paper to provide tangible evidence of thinking at a point in time. Then apply insight, develop perspectives, and establish objectives for accomplishing results.

We can be more successful, professionally and personally, if we adopt the idea of planning as a continuous process and develop a capability for strategic thinking. We must make it a habit to ask tough-minded questions, particularly: "Why?" We must strive to overcome personal resistance or fear by improving our analytical capabilities. Each of us has the capacity to grow in this critical area.

I propose that we take the fear out and put the love in planning. I propose that we begin to enjoy the process as well as the results. When you stop to think about it, there's nothing more satisfying than doing a project right — *the first time!* ●

Beverly Bajus is currently Division Vice-President and Business Group Manager, U.S. Consumer Products Division of International Multifoods of Minneapolis. She graduated from the University of Manitoba in 1959 with a BSc(HEc) and the following year joined the Multifoods organization. Her honors include the University of Manitoba Jubilee Award of the Alumni Association in 1983 and the U.S. National Business Home Economist of the Year Award in 1980.

Changing Gender Roles

Some Professional and Personal Implications for Home Economists

Gordon F. Lewis

Abstract

Concern with developing gender role changes has commanded heightened attention in the public and private consciousness during the past two decades. The ramifications of these evolutionary changes have been both widespread and uneven in their impact on social institutions as well as on the lives of individuals. Traditional meanings of masculine and feminine as they apply to societal role assignments and to scripts for social interaction between the sexes are undergoing a continuing process of critical re-examination.

This article will review briefly and rather generally some of the social trends having particular significance for women's gender roles, especially those in the economic and family institutions; identify some potential implications of these changes for the professional role of the home economist and conclude with some observations about their possible implications for the personal lives of women who happen to be home economists.

Résumé

Depuis une vingtaine d'années, une prise de conscience s'opère dans le psychisme de l'individu et de la collectivité face aux changements qui se déroulent dans les rôles dits masculins et féminins. Les ramifications de cette évolution se sont répandues très loin et de façon irrégulière si on en juge leur influence sur les institutions publiques et sur la vie de l'individu. Les significations traditionnelles de masculin et de féminin en société subissent un examen critique dans le cadre des rôles assignés aux deux sexes et dans le contexte des dialogues engagés par l'homme et la femme dans leurs relations humaines.

De façon brève et plutôt générale, cet article passe en revue quelques-unes des tendances sociales qui portent particulièrement sur les rôles de la femme, spécialement ceux incorporés dans les institutions économiques et familiales. Ce même article reconnaît quelques conséquences possibles provenant de ces changements à l'égard du rôle de la professionnelle en économie familiale. Il se termine avec quelques observations au sujet des conséquences possibles qui toucheraient la vie personnelle de la femme qui se trouve à occuper le poste de professionnelle en économie familiale.

Concern with developing gender role changes has commanded heightened attention in the public and private consciousness of Canadians during the past two decades. The ramifications of these evolutionary changes have been widespread and uneven in their impact on social institutions and on the lives of individuals. Traditional meanings of masculine and feminine as they apply to societal role assignments and to scripts for social interaction between the sexes are undergoing a continual process of critical re-examination. The quest by women in all modern industrial societies for equality in opportunity if not in eventual outcome is leaving an indelible mark on patterns of organizational behavior and on professional roles and interpersonal relationships.

This article presents a brief review of some of the social trends having significance for women's gender roles, especially those in the economic and family institutions. It identifies some potential implications of these trends for the professional role of the home economist and concludes with some observations about their possible implications for the personal lives of women who happen to be home economists.

The Economic Institution

The subordination of women in Canadian society, as elsewhere, is linked to their relative lack of economic power. Freedom and equality (and equity) for women requires greater access to, and control of, economic resources. Having the status of an economic dependent — the lot of women whose role is wholly domestic — gives neither the economic leverage nor the sense of autonomy and self-confidence required to reach full potential and to stand as an equal with others in society. In this respect, the increasing involvement of Canadian women in the labor force is of considerable significance. The composition of that female labor force is of additional significance. Consider the following points:

- The female share of the labor force has grown steadily (Dominion Bureau of Statistics, 1961; Ministry of Supply and Services, 1981). From 1911 to 1961 it grew by 247% as measured by the number of females per 1,000 males in the labor force. Yet in 1961 females comprised only 27.3% of the labor force. Today they comprise over 40%. Statistics Canada (1980) reports that for the past thirty years the growth rate of the female labor force has surpassed that of the U.S.A. and other major western European nations. The reason? This liberating trend started later in Canada and there was a lot of catching up needed.
- Married women have been entering the labor force in increasing numbers, either as part- or full-time workers. In 1961 married women constituted about half (49.8%) of the females in the labor force, but only about one-fifth (22%) of all married women were in the labor force (Dominion Bureau of Statistics, 1961). By 1981 the latter figure had increased to 51.9% and represented almost two-thirds (63.3%) of all female workers (Ministry of Supply and Services, 1981).
- Earlier variations in representation across the various age categories for working married women have lessened. In 1981 the percentage of

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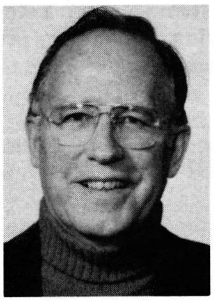

married women from the youngest age category (15-24) in the labor force was only slightly higher at 68.2% than that for married women aged 25-44 (61.8%). More than half (53.2%) of women between ages 45-54 were in the labor force as were about one-third (31.6%) of those aged 55-64 (ibid.).

- A high percentage of the *widowed and divorced* category is in the labor force: almost three-fourths (73.6%) of those between ages 25-44 and two-thirds (64.8%) of those aged 45-54. The figure drops to 42.3% for widowed and divorced women aged 55-64 (ibid.).
- Having young children (age 5 and under) is less a deterrent to work, even for married women with husbands present than formerly. According to Statistics Canada (1980), close to two-fifths (38%) of this category were in the labor force in 1976, while for women with older children the figure approached 50%. For mothers who were separated or divorced the rates were higher. It appears that attitudes against mothers of young children taking a job outside the home are softening. A 1980 Gallup Poll cited by Elkin (1983) reported that 31% of *all* the respondents were favorable to the idea of such mothers working while close to 40% of the respondents *under age 30* were supportive. This contrasts notably with the meager 5% who supported such a practice in 1960.
- Additional trends relevant to the decline in traditional gender role constraints in women's lives include a decline in fertility, an increase in educational attainment, and an increase in the percentage who have been divorced. Each of these factors is associated with higher participation rate in the labor force. Each provides, in varying ways, opportunities for different, and usually broader, life options.

The above changes aside, women's place in the economic institution is far from "rosy." The following facts are sobering:

- Sex segregation by occupational category is still strong. According to Statistics Canada (1980), women are concentrated in five of the twenty-two major occupational groups: clerical and related jobs, service jobs, sales, teaching, and medical and health occupations. Almost three-fourths of working women are concentrated in these five categories and women exceed men in each one except in sales where men hold a slight edge. About one-third of working women are in clerical and related jobs alone, and another one-sixth are in service occupations — a major growth area in the burgeoning tertiary sector of the economy where women are concentrated.
- Jobs with heavy concentrations of women are often equated with traditional "women's work." Women have merely moved from the home setting to the public setting during the work-a-day hours, but once back home women's work continues as before. Women are still seen as the nurturers and caregivers with many employed in nursing, social service, health care, and teaching.
- The average income of Canadian women workers is distressingly low compared to that of males. According to Statistics Canada (1983), in 1981 the average income in constant dollars (1980) of females was half that of males ($8,414 vs. $16,918). However, this was an improvement from 1971 when women earned only 44% as much as males. The income disadvantage of women in Canada, as in similar societies, is largely a reflection of four factors: sex-typing of jobs, the dual role responsibilities of women which effect occupational career patterns, structural barriers to advancement in many types of jobs in which women predominate, and finally, discrimination which remains evident after all other variables conceivably related to earnings are controlled at the same level.

In many dimensions of life, home economists are victims of the circumstances which they must attempt to change in their family, community, and workplace.

The Family Institution

Improvements in women's status, power, and authority will require modifications both within and between the economic and family institutions. The current division of labor which gives the woman major responsibility for child-rearing and domestic management creates significant barriers for the female who chooses marriage, motherhood, and a career. Difficulties encountered by women in such dual roles are the result of a complex mixture of ideological and structural factors involving both family and economic institutions and the males who dominate the institutions. What are some of the characteristics of the family environment which have implications for women concerned with liberalizing gender roles? The following characteristics, some of which were cited above, are generally well known several having been mentioned by Schlesinger and Schlesinger (1983) in a recent edition of this *Journal*:

Economic. Increases in:

- the number of dual wage earner and dual career families (49% of all families in 1981)
- the significance of the wife's earnings for the basic family budget — now an average of about one-third of the family income (Schlesinger and Schlesinger, 1983)
- the capability of women for economic independence — especially at and above the *middle class* level
- the number of working mothers — especially those with children and infants

Marital

- wives with higher educational attainment, often career-oriented
- lowered fertility of wives — the average number of children born per 1,000 ever-married women has been declining since 1961 (Statistics Canada 1983)
- greater permissiveness in sexual behavior — pre-marital, marital and post-marital
- rising level of expectation regarding sexual satisfaction by both single and married women
- rising level of expectation regarding intimacy, companionship, and egalitarian relationships in marriage by women
- higher divorce rate

- lower re-marriage rate for divorced women compared with divorced men, but with high rates for both sexes

Family

- increase in single-parent families (11.3% of all families), most of which are headed by a female (82.6% in 1981) and other non-traditional households (Ministry of Supply and Services, 1981).
- continuing failure by husbands to significantly redress the imbalances in domestic task responsibilities suffered by wives in dual-earner families

The picture that emerges shows challenges to tradition in both the economic and family institutions, with extremely mixed and uneven results for women who find the traditional ways inadequate for either their talents or their aspirations. Their evolving status in the economic sphere represents increased independence, but one that is highly variable by class and educational level. Structural barriers are weakening minimally. While the absolute gains count for something, especially for that minority who are on the receiving end, gains relative to males across broad occupational categories are disturbingly modest.

Simultaneously, in the family institution, gender role inequalities remain glued to a maze of routines, procedures, role assignments, and attitudes rooted in tradition. The larger society offers little help, demonstrating either unwillingness or inability to accommodate to the needs and wishes of that growing proportion of women who are dissatisfied with the *status quo*. Confronted with the situations described, what might one reasonably expect from those in the home economics profession?

The Role of the Home Economist

Transmission of information and attitudes about gender roles is a major opportunity for home economists. Those who work as teachers in public schools have the **ideal opportunity** for such transmission. They might discuss how gender roles are changing and might be changed, the problems associated with such changes, ways for coping with the changes, and the benefits which can accrue from modifications of traditional gender roles. Access to girls and young women (and sometimes to boys and young men who, unfortunately, while needing information and attitude change the most, have less contact with home economists as *change agents*) provides a notable opportunity for home economists to influence attitudes about gender roles. If, as Pope (1983, p. 109) has said in a recent issue of this *Journal*, home economics, broadly defined, is "education for living," can anyone in the profession ignore the area of gender role definition and behavior as a critical influence in the lives of their students? The challenge is no less important for those home economists who work in business or industry or in the provision of field service directly to families. They must begin to see themselves as change agents who prepare people, males as well as females, for the kind of social environments which have either arrived or must arrive.

In this role there are at least three goals which the home economist can further. They are: (1) helping individuals to achieve psychological androgyny, (2) increasing life options for females and males on both psychological and social levels, and (3) achieving equality of opportunity in the major institutions of society.

Goal 1: *Achieving psychological androgyny*

Nett (1979) has described psychological androgyny as referring to "a personality organization which makes it possible for persons of either sex to simultaneously endorse both masculine and feminine characteristics about themselves, or to behave instrumentally and expressively as the situation requires instead of stereotypically and rigidly" (p. 95). This is a large and nontraditional task for home economists to take, considering that the science of home economics arose at a time when the "cult of domesticity" saw women's place as being firmly "in the home," and Ellen Richards and her fledgling profession sought to provide scientific legitimacy and its attendant respect to this constraining role assignment. Today the breaking down of tradition-based and sex-linked definitions of who we are and what we may become as individuals must be a goal of all who wish to deal seriously with education for living. Unless this is accomplished the achievement of the second goal will be hindered.

Goal 2: *Increasing the life options*

Increasing the life options for females and males on both the psychological and social levels is a second goal for the home economist. Traditional gender roles restrict options and decrease freedom, both individually and societally. The choice of which options to pursue should remain an individual one — a fact which facilitates the task of the home economist who must work with a heterogeneous clientele, who have considerable variation in values, life-cycle stage, socio-economic circumstance, personal inclination, and individual resource base. **Forcing** women into roles traditionally reserved for men, or men into roles traditionally reserved for women is merely substitution of a new form of coercion for the unconscious coercion seen in present gender roles. This unconscious coercion must be questioned, persistently and rigorously, to destroy its involuntary character so we can provide each person, especially females indoctrinated to accept subordinate status, with the increased options which citizens of a free society deserve.

These first two goals depend significantly for their fulfillment on a complex, reciprocal relationship with the third goal.

Goal 3: *Achieving equal opportunity*

Achieving equality of opportunity for all persons in the major institutional areas of society: legal, economic, familial and marital, political, religious, and recreational is a major goal. Toward this end the provocative and challenging comments of Palmeter (1983) and the observations of Maskow (1983) and Smith (1983) on the shaping of social policy in a recent issue of this *Journal* provide enlightenment and guidance. The important point is that home economists must see the social structures and cultural beliefs of their society with clarity and understand the contradictions therein. They must be aware of the ways in which these elements are life-denying for many women and life-limiting for the males in their world. Having seen and comprehended, they must utilize a

Home economists must begin to see themselves as change agents who prepare people, males as well as females, for the kind of social environments which . . . must arise.

range of strategies from the vantage points of the varied positions which typify the profession in order to help others adapt to present change and stimulate new change.

Personal Implications for Home Economists

Home economists are both professionals and persons occupying a gender role. Most are women. In this sense, the concepts presented have a particular personal relevance and a poignancy not capable of being dispassionately categorized in abstract principles or subsumed in census data. As professional women, home economists are many things: role models for young female students; perceptive representatives of an external world for the home-bound housewives encountered in the delivery of service, and consultants in business and industry where the male establishment is encountered in its fullest power. While teaching others to learn and adapt; directly or by example, they confront, by individual experience, the realities of the problem.

In many dimensions of life, home economists are victims of the circumstances which they must attempt to change in *their* family, community, and workplace. In fact, to be the kind of professional which many are or wish to become calls for personal struggles of a gender role nature which leave marked impressions: the ubiquity of the "two steps forward, one step backward" pattern of change; the elation of periodic successes; the depression of frequent failures; the awesome nature of the very magnitude of the challenge. But, the challenge of the larger professional task in gender role adaptation and reform must be seized on a personal level within personal social networks, familial and otherwise. The integrity of personality which marks the mentally healthy individual requires the integration of women's personal roles (e.g., woman, friend, lover, wife, mother, daughter) with their professional role. This integration cannot be achieved if one dichotomizes one's world.

Home economists cannot be seen as change agents only in their professional roles while accepting in private life the stultifying consequences of the very structure and beliefs they are trying to change. *Anything less in personal commitment undercuts the thrust of professional effort.* The gender role problem is one issue in which society needs all the commitment you can give. ●

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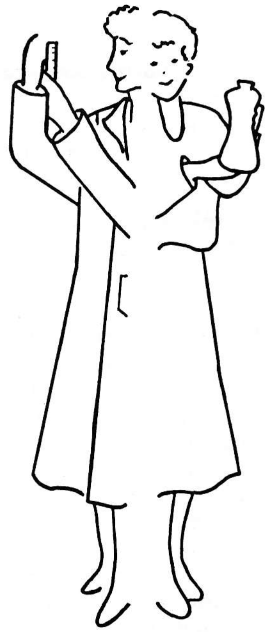
Job Sharing

A Creative Option

Ann-Marie Steenge and Nancy Perozzo



Abstract

Job sharing, a way of working in which one position and benefits are voluntarily shared by two people, is a relatively new employment option in Canada. This article examines the current situation, looks at advantages and disadvantages of a shared job to both employer and employee, and gives some guidance to those who wish to initiate this flexible type of employment.

Résumé

L'emploi partagé, où deux personnes partagent volontairement un poste, y compris les bénéfices, est une possibilité assez nouvelle sur le marché du travail au Canada. Cet article donne un aperçu de la situation actuelle et examine les avantages et les désavantages de l'emploi partagé du point de vue et de l'employeur et de l'employé. Quelques conseils sont offerts à celui ou celle dans l'une ou l'autre de ces positions qui voudrait mettre en marche ce genre d'emploi flexible.

Consider the following four thumbnail sketches — all of the people described are in very diverse situations, but all have one thing in common:

- Maureen has been working full-time as an extension home economist. Now she would like to take some management courses to further her career, but can't do this without a regular income of some sort.
- After 15 years at home raising children, Polly is anxious to get back into the teaching profession. It's difficult to find a job and she wonders if she can handle one full-time along with family and volunteer commitments.
- Jack has been on sick leave for six months. Now he is ready to return to his position as sales supervisor, but is concerned that he will need a great deal of time off for medical treatments.
- At 58 years of age, Harold would like more time to pursue his hobby of refinishing antiques, a hobby which he hopes to expand into a small business after retirement as vice-president of his electronics firm.

Job sharing could be a creative solution in any one of these situations.

Job sharing is a voluntary work arrangement between two individuals and their employer in which the employees share the duties of one position. Salary and benefits are prorated. Job sharing is not to be confused with work sharing which is seen as a mechanism to avoid layoffs. Work sharing is not voluntary. It is introduced by firms to reduce hours without cutting staff. If the firm is taking part in a formal government work-sharing program, unemployment insurance pays part of the employee's loss in wages. Job sharing on the other hand is voluntary and increases the number of employment opportunities.

Job sharing is an innovation of the last decade in Canada. However, it became popular in the United States early in the 1970s. It apparently began in the United Kingdom in the 1940s.

Many agree that job sharing would be ideal at various times in the life cycle. Why, then, does job sharing in Canada account for only a small fraction — one percent of the work force, as reported by the Commission of Inquiry into Part-time Work (1983) carried out by Labour Canada? Could it be because job sharing is one response to a changing society and many employers are slow to accept change and its need for unfamiliar arrangements?

While job sharing offers advantages to employees, the main disadvantage voiced by employees is the possibility of decreased opportunity for advancement. Although there is no concrete evidence to support this contention, the authors and other job sharers who have been surveyed believe that this is the case.

Initiating Job Sharing

At present, job sharing is usually initiated by two individuals who see advantages to themselves of such an arrangement. The onus is on the potential job sharers to convince employers that the advantages to the employer are substantial. John Naisbitt (1984), in his book *Megatrends* says at one point that, "Change occurs when there is a confluence of both changing values and economic necessity, not before" (p. 203). The main advantage, then, of which the employer must be convinced, is an economical one. New Ways to Work (1979), a non-profit organization founded in the San

Francisco Bay area which supports flexibility in employment, gives excellent survey results to backup the economic advantages to the employer. They state consistently that the productivity of job sharers is generally greater than that of the single employee; that absenteeism is greatly reduced; and that burnout occurs less often. Although the survey sample is smaller in the Labour Canada (1983) survey, the results are similar.

Job sharing creates more jobs — a real plus in times of high unemployment. Many times job sharing means that greater expertise is available to the position because of the different experience and training of the two individuals concerned. It may also mean that the services of highly trained people are retained where they might not be if there is no opportunity to job share. Job sharers often generate more creative solutions to problems due to input from more than one person.

Mechanics of the Shared Position

Implementation of job sharing probably has the greatest chance of success where the work of both employees is known to the employers, as in the authors' case. However this fact shouldn't deter job seekers from putting together a well thought out proposal to apply as a team for a position or for someone within the organization to make a proposal along with a qualified person from outside the organization.

The authors are two community home economists who job share. Both had worked for their present employer prior to job sharing and one held the present position.

Originally their work load was divided so that one was responsible for the money management area of the position while the other looked after the nutrition component. They each worked 2½ days per week, trading off at noon on Wednesday when they met for lunch to discuss work overlap. Other scheduling arrangements are possible and depend upon the specific job and the combined needs of the employer and employees. The possibilities are numerous and could include half days, alternate weeks, half years, and the covering of peak periods by both. Whatever the details, they should be worked out and presented as part of the job sharing proposal.

Where there will be an overlap of duties it would be helpful to know each other and each other's professional work. Widely divergent philosophies and work habits would obviously create conflict.

Concerns of the Employer

Potential concerns of the employer must be anticipated and consideration must be given to these concerns when preparing the proposal. Many employers fear that by setting a precedent everyone will want to job share. Here is where doing your homework pays off, since research has shown that not everyone can afford to job share nor does everyone want to. New Ways to Work (1979) cites a survey in which employees were asked if they would consider job sharing at any point in their career — less than 10% responded in the affirmative.

Another employer-related concern is that more supervision will be necessary and that administrative costs will be higher. There is some basis for this since two pay cheques must be issued and activities such as employee evaluation must be duplicated. However, in the surveys reported by New Ways to Work (1979) and Labour Canada (1983), employers who had shown initiative and encouraged personnel to job share minimized these concerns, feeling that they were outweighed by the advantages accruing to the company.

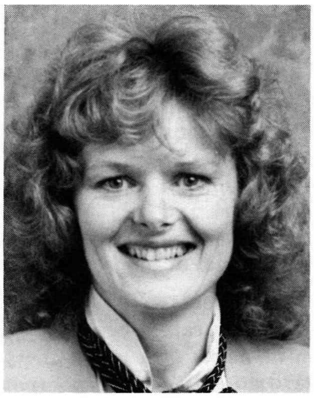
Resources

Recently, Chatelaine (March 1984) contained an article on job sharing with step-by-step pointers on initiating a shared arrangement. It is an excellent reference when preparing a proposal to management. The report of Labour Canada (1983) also has a useful ckecklist. Your homework must be done thoroughly if your proposal is to have any chance of acceptance.

Conclusion

The authors' overall advice to potential job sharers is the old cliche, "If at first you don't succeed, try, try again," but from different angles. Maybe you can gain the support of the union or can approach the subject at a different level of the hierarchy.

The challenge to employers is — *change with the times.* If you are not part of the solution, then you are part of the problem. The inconvenience of making a change is a small price to pay for decreased unemployment, increased productivity, and increased employee satisfaction. Job sharing will work to your advantage. ●



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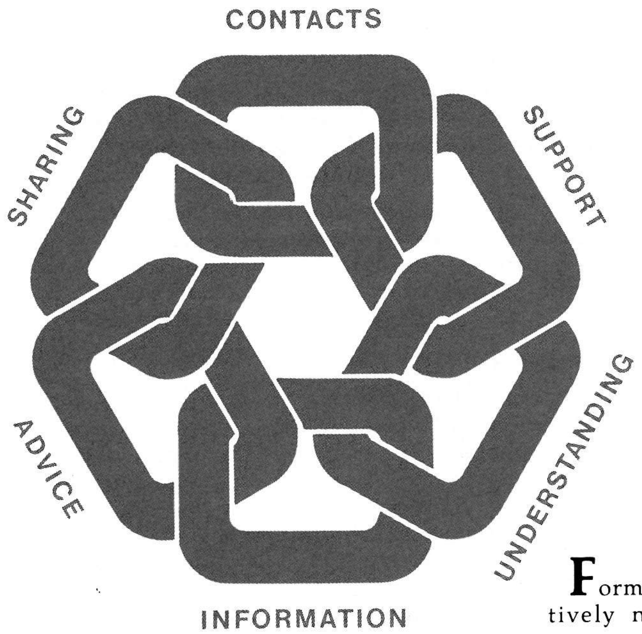

NETWORKING

Elizabeth M. Nostedt

Networking is the process of developing and using your contacts for information, advice, and moral support as you pursue your career. It is linking the women you know to the women they know in an ever-expanding communications network.

— *Welch, 1981, p. 27*

Abstract

The definition and reasons for networking are outlined. The difficulties women face in developing and using contacts for professional and personal development are described. These problems can be overcome by following some basic steps. As women become more confident with their networking skills, they can expand their networks to include university students, resulting in benefits for themselves, the students, and the profession.

Résumé

La définition et la raison d'être des réseaux de contacts (networking) sont passées en revue. Les difficultés devant lesquelles les femmes se retrouvent à créer et à utiliser des contacts en vue de se former aux niveaux professionnel et personnel sont exposés. L'observation de quelques étapes fondamentales pourrait régler ces problèmes. Au fur et à mesure que les femmes deviennent plus assurées de leurs compétences en networking, elles pourront étendre leurs réseaux en vue d'intégrer les étudiantes universitaires. Les conséquences en seraient avantageuses pour ces femmes, les étudiantes et la profession.

Formalized networking is a relatively new professional skill for women, even though men have been using networks for years. The purpose of this article is to discuss the benefits of networking for you as an individual and a professional. It describes why networking is difficult and steps you can take to use networking as another professional skill.

Why Networking?

The reasons for networking are diverse and positive! Networking can be a source of

- inside information and information generally (When is the new position going to open? How much do they pay junior home economists?)
- advice and ideas, to share experiences and to brainstorm (What are the latest regulations on textile labelling? Do you have any ideas for promoting our new product?)
- leads and referrals (Do you know anyone who hires microwave demonstrators? What is the manager's name at XYZ Company?)
- associates to talk to in confidence (I ran into this situation at work and reacted this way. Does this sound reasonable?)
- Contacts who will help dispell isolation as you move up the corporate ladder (Now that I am manager of these people, it is hard to go to lunch with them. But now I have found other network members with whom I can have lunch.)
- associates who will understand your problems without the need for a background explanation of what it is like to be a woman working in a man's world
- people who help each other become more effective in the work world — to have more clout, more money, more know-how, more self-confidence
- mutual support systems to help you cope with the complex blend of career achievement and personal life.

What Keeps Women from Networking?

The very premise of networking, which ultimately leads to gaining jobs, favors, or access to power is, *who do you know.* This principle is one that keeps women from jobs or power because women often feel they need a long history of friendship to *know* one another, while a man may consider he knows another man who sits beside him on the bus. Men define *knowing other men* in a far looser, more practical way. They feel perfectly at ease asking locker mates, club mates, or tennis partners, questions, opinions, favors, even free advice that women would never dream of requesting. Men have traditionally felt free to gather information from even casual acquaintances, while many women can barely stammer out legit-

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imate requests for routine data from female peers.

Perhaps the rationale for such disparate definitions of knowing is the men's sure knowledge that they have something to offer in return. Free advice from a man you know isn't really free — it represents a debt to be paid off in kind in the future. Men can afford to know each other and make use of casual acquaintances, secure in the knowledge that each will eventually end up in the other's office. Since men expect to be in careers for life, they don't have to return the favor immediately; sooner or later it will come due.

Networking can give you the opportunity to know more people — people who can provide the leads and the inside information you need.

But women must learn to separate deep friendships from business contacts before extensive networking can begin. The legitimacy of using casual acquaintances as a means of organizing for professional advancement is a new notion for women. All that is needed to form helpful business relationships is to have something in common. The common thread that can pull women acquaintances together in networks can be career guidance, advice, or peer support.

Just as women have difficulty with the ideas implicit in *to know,* they shudder at the ideas contained in *to use.* Women feel an extraordinary distaste for *using* others and shrink from the very concept. Since women are relatively new to career positions, the process of legitimately using other women becomes a very deliberate and conscious effort. Many women do not know what they can ask other women even in their own area of specialization, without being thought dumb, pushy, or crafty. Because a measure of self-assertion is required even to ask a question, many women would rather remain silent and puzzled than ask what may turn out to be obvious.

The barriers for women achievers have been so great, that only now are women beginning to learn what they can legitimately reach out and question. They are just beginning to learn that they can use each other in mutually productive and supportive ways on the fast track to power. Women can help other women to experience the many benefits of co-operation and networking. Eventually these support systems will alter the negative implications of using others.

How Do You Network?

Setting up a network can be achieved by conscientious application of the following steps.

- The first step in networking is realizing that you really need other people — you cannot do it alone. The chance of becoming a success (however you define success) is that much greater with a support group behind you. The one time you need that critical piece of information is when you realize you can count on others.
- Become more aware of what is going on in your own work environment. Spend time getting acquainted with the other women who work where you do, finding out what they do and how their jobs fit into the total picture. The time you spend now could give you the inside information you need later.
- Prepare a list of women (and men) you know outside your workplace, where to contact them, and key words on help they could provide. **Keep adding** to your list as you meet new women (and men).
- Start setting up lunch or after-work dates with existing and new contacts, and determine how you can help each other.

These steps may seem artificial or difficult at first, but so is doing anything the first time. The benefits may seem far away, but are definitely worthwhile.

Let me illustrate with an example. Two old friends from university, Mary and Jane, met at a home economics meeting. Mary asked Jane what type of work she was doing and Jane described her job. She in turn asked Mary about her job. Mary answered her job had been phased out, so she was currently looking for a new one. Jane informed her that a third home economist, Sally, was leaving to take a job in another province in two weeks and suggested that Jane go down and talk to Sally and her employer. She even gave her Sally's phone number. (However, since they were part of the same home economics association, the association directory should list her phone number.)

That situation may not happen every day, but if Jane knows Mary is looking, she is bound to keep her eyes and ears open for a job possibility. While networking is not like an employment agency, it certainly reinforces the old line — it's not what you know, but who you know. Networking can give you the opportunity to know more people; people who can provide the leads and the inside information you need to find employment.

Professional associations have been serving that purpose for years, *if only* women would take note of it. For example, if I am hiring a home economist, whom am I more likely to hire — a person I see at association meetings and who is listed in the professional directory, or someone I have never met and is just a name in a mass of applications?

My experience has been that the process of reaching out to other women is probably most comfortable when it begins **within** a single profession, industry or corporation. The one-profession networks, such as the home economics associations, help to establish a common bond. Here women are at approximately the same power, money and status, which does a great deal to encourage open exchange of ideas. Still, the process of sharing and using women is very slow to grow. And if women within one field are only beginning to make use of other women as resources, imagine the difficulties in deciding how to approach women outside one's own area.

Networking **outside** one's profession and making use of women in different career areas requires even more careful delineation of boundaries. Women who group together across inter-disciplinary lines soon find that each must articulate her own area of expertise and clearly define what she does and how she does it, to enable her to use others and be properly used in return.

The process of trading information is a learning process. Once the process of questioning and answering becomes clear and women start to learn what other women do, the whole matter of using each other becomes more accept-

able as a sensible deployment of resources. Perhaps the most important function that networking provides is the opening-up of legitimate uses of another's skills.

Extending Networking

The generations of developing old boy networks cannot be duplicated overnight by women's networks. But, we need networks **now**, so we must create them deliberately and quickly. Even as we become familiar with networking, it is time to carry the process to the training grounds — the universities.

According to CHEA executive director, Diana Smith (1982), home economics associations need "active encouragement of the involvement of beginning professionals" (p. 117). The dual purpose of professional associations reaching out to students to teach them networking skills and of students gaining information and contacts for future work is powerful!

I can remember, as a student, that I wanted more contact with working home economists to get a flavor for the type of jobs that were available. But, I did not know many working home economists or the importance of the networks. I was still relying on my parent's network or the employment centre to learn about job opportunities.

As members of professional home economics associations, we cry out that membership is dropping, but we take few steps to generate interest. By reaching out to students and emphasizing the benefits of networking within professional associations, we can draw students to the association.

Conclusion

The process of networking has so many advantages if women can overcome the negative implications of *knowing* and *using* others. Start networking first within a safe environment — within your professional association. Then, widen your horizons and reach out to the many other groups and individuals who can help you attain personal and professional goals. At that point, you will feel so confident with your new skill that you will be willing to share it and help others, such as university students. The energy and enthusiasm generated in networking will make you wonder why you never did it earlier! ●

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The Home Economist as a Financial Counsellor

Ruth E. Berry

Financial counselling is a contemporary social service which has increased significantly in size and scope during the past 15 years. Although money management was identified as a part of the profession of home economics during the Lake Placid Conferences (where the foundation for the profession of home economics was established), few graduates have entered financial counselling — a career which serves families. This paper will examine why home economists have not been filling this gap, how their training prepares them for these positions, and what institutions of higher education might provide to encourage their graduates to enter the field and to initiate and develop further services.

As a helping relationship, financial counselling is no different than other types of counselling where the goal is a behavioral change. Hutchins (1977) defines financial counselling as "a process in which a trained individual utilizes appropriate resources to assist the client in achieving immediate and/or long range monetary-related goals according to mutually agreeable guidelines." Although the most frequently practiced type of counselling is remedial — often provoked by an intense short-term financial crisis — longer-term strategies, productive counselling, and preventative counselling regularly occur. In productive counselling, the goal is to expand the client's resources through the counsellor's help with ideas, plans, and investment strategies. These advisors are often called *financial planners* and they usually deal with clients who possess discretionary income which they may save or invest. Preventative counselling helps the client prepare both psychologically and through development of money management skills to meet crises and problems as they arise. This may be done on an individual or group basis.

Abstract

The number of agencies offering financial counselling in Canada has increased substantially since the inception of Orderly Payment of Debts programs in the 1930s. Home economics graduates are well trained in the skills required by financial counsellors — helping clients with goal setting, record-keeping, decision making, and communication techniques. Counsellors are being upgraded by qualifying for a national certification designation or by taking a graduate certificate program at some U.S. universities. Canadian employers appear willing to hire home economics graduates for financial counselling positions, but employability would be enhanced if universities could provide practical experiences for students through internship or practicum programs. Home economists who aspire to this career need to add computer expertise to their qualifications.

Résumé

Le nombre d'agences offrant du counselling financier au Canada a augmenté considérablement depuis l'instauration des programmes "Orderly Payment of Debts" dans les années trente. Les diplômé(e)s en économie domestique ont une bonne formation en ce qui a trait aux compétences nécessaires aux conseillers(ères) financiers(ères) telles qu'assister les client(e)s à établir des buts, à tenir les livres, à prendre des décisions et à communiquer plus efficacement. La promotion est assurée aux conseillers(ères) qui qualifient pour être désigné(e)s à recevoir un certificat national ou qui suivent un programme de certification du 2^{e} cycle à certaines universités aux Etats-Unis. Les employeurs canadiens ne semblent pas s'opposer à l'idée d'embaucher des diplômé(e)s en économie domestique pour combler les postes de counselling financier. Néanmoins, si les universités pouvaient fournir une expérience pratique aux étudiant(e)s par l'entremise de programmes d'internat ou de programmes basés sur la pratique, les possibilités d'emplois ne pourraient que s'améliorer. Étant donnée l'importance croissante de l'ordinateur en tant qu'outil pratique en planification financière, il est devenu nécessaire au (à la) professionnel(le) en économie domestique aspirant à une carrière en planification financière d'ajouter une connaissance approfondie de l'ordinateur à ses compétences professionnelles.

The Beginnings: Financial Counselling in Canada

The first financial counselling services were offered by a mortgage company employee in Chicago during the depression years in the 1930s. Price Patton started by helping families save their homes and this expanded to interceding for them with other creditors. A few years later, he established his own service which he ran for 35 years until his retirement, when he turned it over to the community. It is still operated as a non-profit agency. In Canada, Orderly Payment of Debts (OPD) legislation, enacted by provinces in the 1930s, was designed to protect harrassed debtors from becoming a charge on the state. Many credit unions and caisses populaires offered services to their customers prior to 1950. Since that time, financial counselling has been available predominantly through social service organizations and provincial government offices. These provincial offices exist primarily to effect the OPD legislation in the six provinces (British Columbia, Alberta, Saskatchewan, Manitoba, Nova Scotia, and Prince Edward Island) where this program exists. Quebec's "depots volontaires" and Ontario's provincial courts offer similar services. Credit grantors themselves, with the exception of the credit unions and caisses populaires, have a very limited involvement in direct provision of credit counselling, as do educational institutions, employers, and unions.

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While services are available in all provinces in Canada and in the territories, they are predominantly an urban phenomenon. Puckett's (1976) survey of counselling programs considered only 12 major urban centres, whereas Brighton's (1979) survey of credit counselling services in Canada showed 126 agencies offering some sort of credit counselling service, many of which were located in smaller centres. Although most agencies offer extended hours and some outreach services, it is still difficult for rural and other isolated debtors to use financial counselling services.

Education of home economists has traditionally included home management and family finance as part of the core of course work. Those pursuing careers in education and extension may have utilized this knowledge in their work, but many others have not built upon the foundation in their undergraduate preparation for use either personally or professionally. Nevertheless, some individuals in the profession have made notable contributions in this area of expertise, but many more have avoided involvement in financial problems of families. What skills and training are required for financial counselling, and how does the preparation of the home economists equip them to pursue this career?

Services offered by financial counselling agencies in Canada were classified by Brighton (1979) into four categories:

- *counselling,* such as a review of the client's financial situation, budgeting guidelines, and further referral,
- *mediation,* requiring the counsellor to intervene with creditors to negotiate new repayment schedules, acting as an advocate on behalf of the debtor and establishing communication.
- *orderly payment of debts administration,* which may involve complete handling of the client's financial matters, or consolidation of debts as required by provincial law, and
- *money management education,* such as provision of speakers, pamphlets, or conducting courses in the community.

These services were undertaken by counsellors with varied educational backgrounds and no formal certification requirements. Once hired, most counsellors received only on-the-job training with the exception of some government departments which required course work.

Home Economics: Appropriate Background for Financial Counselling?

Financial counsellors require appropriate skills, information, and personality in order to be effective in the counsellor-client relationship. They must believe in their capability as a helping professional. Home economics has always stressed organizational and managerial abilities, communications, and negotiating skills all of which are vital in counselling. Skills can only be developed by active practice — one develops skill at counselling by counselling. Therefore, a sharpening of the basic skills acquired in an undergraduate program through practical experience in field work or by on-the-job training will serve as an excellent base for working in this field.

> *Home economics provides the academic preparation essential for the financial counsellor.*

Home economists also possess the means to acquire and use information relevant to financial counselling. The field interlaces knowledge from family finance, consumer economics, counselling techniques, and consumer law. Of these, updated family finance and consumer economics resources are relatively plentiful, with textbooks, courses, and magazine and journal articles available in the Canadian context. Counselling literature and course work is also bountiful. Legal information is more difficult to obtain, however legal aid clinics and self-help publications in the legal/financial area are beginning to emerge. The course preparation in home economics provides background for making professional judgements about the quality of research cited and adapting materials for client use.

Personality has been called the media through which counselling occurs (Pulvino & Lee, 1979). Many clients model their behavior after that exhibited by the counsellor. Home economics has always emphasized the importance of recognition and clarification of values — the values not only of the counsellor and client, but also of the agency in which counselling takes place. Value conflicts, decision-making strategies, and the basic beliefs and attitudes of the counsellor are all part of the counselling process and are all areas where home economics research and teaching has provided leadership.

Do Home Economists Lack Confidence?

Qualifications held by professional financial counsellors do not indicate that a home economics graduate would be precluded from consideration by employers. Wilkinson (1980) surveyed 30 organizations providing financial services in Winnipeg and found that 52.6% of the employees had university or community college degrees. Three of the organizations (financial institutions and social agencies) employed home economics graduates. The formal areas of study deemed essential for personnel in family financial services were communication skills, family finance, consumer economics, and counselling. When the organizations were presented with case studies of potential job applicants, one of whom was a home economics graduate, 59.1% indicated they would consider the home economics graduate for a financial counselling position. The primary weakness mentioned was the lack of practical experience. The results of this survey indicate that there is no serious impediment, other than a lack of confidence, to a home economics graduate being considered as equal to other university graduates as a potential financial counsellor.

Many home economists feel they lack the technical knowledge required to be an effective financial counsellor. The process, however, is much less about sophisticated investment strategies and tax shelters than it is about the basics of family budgets, saving money, or using credit. The money management a family requires is how to get from payday to payday — to keep the lights on, food on the table, and gas in the car. The actual dollars are far less important than the behavior patterns that money managers use. Reeves (1983) studied both the literature and his own personal finance classes to try to characterize the difference between effective and ineffec-

tive money managers. Knowledge appeared to make no difference, nor did attitude toward money. What did appear important were four clusters of behaviors which were characteristic of effective money managers and lacking in ineffective money managers. These were:

- *goal setting* — clear, specific goals
- *record keeping* — use simple techniques regularly
- *decision making* — priorize needs and wants
- *follow-up* — monitor progress

These behaviors are fundamental to money management education and are studied by all home economics graduates in a family management course. Home economists have much to offer in helping families develop effective money management techniques.

Professional Preparation for Financial Counselling

The need for clarification and upgrading of the role of the financial counsellor was recognized by Hall in 1968 when he studied the eight services then in existence in the U.S. The National Foundation for Consumer Credit, based in Washington, DC, has since become actively involved in the training and certification of counsellors for client oriented and family focussed positions. Since 1973, a national certification examination and study materials developed by Virginia Polytechnic Institute have been available. Candidates must have also completed at least 3000 hours (two years full-time) of non-profit family financial counselling. To keep the certification active, counsellors must perform a minimum of five counselling interviews each year and obtain a number of continuing-education credits. Some Canadian counsellors have studied in the U.S. and are now Certified Consumer Credit Counsellors (CCCC).

In the field of higher education, the Home Economics Department at San Francisco State University has recently initiated a graduate certificate in Budget and Family Credit Counselling. The program consists of 17 hours of course work, part of which is an internship experience. An additional 14 hours of course work, will give eligibility for a Master's degree in home economics.

Other programs in the financial planning sphere include the Chartered Life Underwriter (CLU) designation which is designed to meet the needs of the insurance professional and the Chartered Financial Planner (CFP). The latter designation is earned after a candidate completes six correspondence courses and passes a final examination administered locally. CFP qualifications are most often sought by those in the investment industry, but a number of home economists have successfully completed the course. There is a need for independent financial planning advice as well as financial counselling, but few clients appear willing to pay a fee to subsidize this service. There is potential, however, for this kind of service to be marketed successfully to families with discretionary incomes.

In Canada, universities are facing diminishing resources just at the time that enrollments are increasing. New programs are subjected to intense scrutiny, especially if resource deployment is required. Many existing programs in the family studies area, especially family economics and management, can be adapted and expanded to serve the needs of students by incorporating an internship or practicum component. In the U.S., universities have set up financial counselling services on army bases, in prisons, as campus clinics, with banks, and through religious organizations. These services have qualified for grants which have made them self-supporting and have been evaluated positively by both the clientele served and by the student counsellors employed therein. Canadian universities might look to these U.S. programs as practical models to provide the realistic experiences vital to a counselling program.

Future developments include use of the computer in personal financial planning. Because competent planning requires the analysis of vast amounts of data, computer technology is gradually making the planning process more effective and efficient. Collection of data, storage, retrieval, and update are all simplified. Software systems are available to accept client data and produce tables containing the output as spreadsheets, budget or cash flow analysis. Hardware, including a modem, may allow a planner's computer to connect to a stock quotation service to retrieve and store prices so that the value of a client's portfolio could be updated daily. Computer-assisted instruction programs in personal finance are already in use and some software systems are available to produce an automated plan once the client's data have been entered into the computer. The system can reflect a counsellor's own planning philosophy by allowing decision algorithms to be custom set. Financial counsellors must be on the forefront of computer use.

Conclusion

Home economics provides the academic preparation essential for a financial counsellor who needs not only a technical finance and economics background but humanistic course work in relationship theory, counselling techniques, personality development, and marital and family interaction. With the provision of a practical component in the curriculum plus internship possibilities during the summer, graduates may also acquire the experience and skill necessary to become employable as counsellors.

The network of agencies providing financial services is now well-established in Canada. With insurance agents, income tax preparers, budget counsellors, investment brokers, bankers, and lawyers often referring to themselves as financial planners or financial counsellors, home economists need to build on their appropriate undergraduate preparation to meet the challenges of definition and service to families in this crucial area. Our profession can contribute significantly to the standards and improvement of financial counselling programs. ●

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Pause and Reflect

Canadian Participation in the Lake Placid Conferences

Eleanore Vaines

Abstract

This article describes contributions Canadians made to the ten Lake Placid Conferences held from 1899-1908. These were important meetings because they were preliminary to the formal organization of the American Home Economics Association. That Association celebrates its 75th anniversary this year. Through understanding the role which Canadians played in the Conferences, we have an opportunity to renew our acquaintance with these events and review the complementary nature of the history of home economics in Canada and in the United States.

Each of the ten Conferences is summarized. Major ideas which were covered are included and the contributions which Canadian participants made are outlined. Finally, a brief account of the organizing meeting which was held after the tenth Conference in 1909 is given.

Résumé

Cet article traite les contributions faites par les Canadiens aux dix Conférences du Lac Placid qui ont eu lieu entre les années 1899-1908. Ces réunions importantes menèrent à l'organisation officielle de l'Association américaine de l'économie domestique. Cette Association commémore son 75^{e} anniversaire cette année. En saisissant le rôle joué par les Canadiens dans le cadre des Conférences, nous avons une occasion de raviver nos connaissances de ces événements importants et de revoir la nature complémentaire de l'histoire de l'économie domestique au Canada et aux Etats-Unis.

L'article passe d'abord en revue quelques événements qui ont conduit à la Première conférence. Suit un sommaire de chacune des dix conférences. Les idées principales examinées ainsi que les contributions des participant(e)s canadien(ne)s sont traitées. En dernier lieu, un bref compte rendu de l'assemblée organisatrice tenue après la Dixième Conférence est donné. Grâce aux dix Conférences du Lac Placid, l'Association américaine de l'économie domestique fut à ses débuts une organisation ayant des thèmes communs à ceux de l'Angleterre, de l'Italie, du Mexique, et du Canada, avec un membership varié provenant de ces mêmes endroits ainsi que de partout aux Etats-Unis.

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This year the American Home Economics Association (AHEA) celebrates its 75th anniversary. This anniversary provides an opportunity for us to examine our shared heritage by reflecting on the Lake Placid Conferences and, therefore, an aspect of our complementary history. The similarities relate to the ways in which society in Canada and the United States evolved. Social forces such as the industrial revolution, immigration, changes in the family, the rise of science, trade unions, and role changes for women are shared phenomena. (Vincenti, 1983; Kieren, Vaines & Badir, 1984).

Before the Lake Placid Conferences

In the nineteenth century the application of science to home problems was an idea whose time had come. Some people felt that society needed to formally assist individuals and families with their daily lives and these activities took the form of a domestic reform movement in the 1860s.

The domestic reform movement in all its different interpretations was a major influence in the development of the academic discipline of home economics. Edith Rowles (1964) noted:

> The formal teaching of sewing, cooking and housewifery to girls and women in Europe and the United States; the home economics programs in the Land Grant Colleges of the mid-western United States; the activities of women's organizations with reference to the formal teaching of home economics; these were the developments which led to the introduction of home economics into higher education in Canada (p. 7).

With the development of home economics as an academic subject in higher education, came a sense that the concerns expressed, especially by the more conservative branch of the domestic reform movement, were legitimate.

The early leaders of the field were not interested in changing women's roles. In fact, Adelaide Hoodless, a Canadian leader in the development of home economics, frequently was quoted as saying the role of home economics was to help women better carry out their God given place in life (Stamp, 1977).

The First Conference (1899)

It was in this atmosphere that the first Conference at Lake Placid, New York was organized.

> The time was ripe for some united action on the part of those most interested in home science, or household economics, Professor Atwater said recently: 'The science of household economics is now in what chemists call a state of supersaturated solution which needs to crystallize out . . .' (*Lake Placid Conference Proceedings*, 1899, pp. 3-4).

Of the 11 attendants present none were Canadian. At this Conference an array of fields were represented: sanitary science, hygiene, domestic science, and such psychology and sociology as was then developed. The purpose was clarified as educational and the focus was to deal with the economics and sociological study of the home and the problems of right living.

Selection of a name which would reflect the full scope of the envisioned work was the first order of business — *home economics* was agreed on. The needs expressed included courses and appropriate literature for normal schools and colleges so trained leaders could direct public sentiment and instruct in the public and private schools.

The Second Conference (1900)

It was at the second Conference that a Canadian first attended — Alice A. Chown, field secretary for the Canadian Household Economics Association of Kingston, Ontario. She is listed, along with other delegates, as

discussing courses of study in colleges and universities (*Lake Placid Proceedings*, 1900, pp. 26-40).

The Third Conference (1901)

In the roll for the third Conference, three Canadians are included: Edith M. Curzon, School of Practical Science, Toronto; Jean Joy of the Technical School, Toronto; and Alice A. Chown.

A special feature of the meeting was a syllabus, *Teacher Training Courses in Practical Hygiene*, presented by Alice Ravenhill of Yorkshire, England who later immigrated to British Columbia where she actively contributed to home economics and sanitary science across Canada. The paper of greatest value to home economics teachers was the report of a special committee on courses of study from grade one through secondary years. As Joy noted after the keynote speech concerning the teaching of home economics in country schools:

> The greatest obstacles in the solution of . . . problem(s) are the cost of equipment and of a duly qualified teacher . . . Some pupils are discouraged from taking courses by the difference between the model home and the home of their experience, yet this same discouragement may be the seed of wiser expenditure of money for better homes in the future. (*Lake Placid Conference Proceedings*, 1901, pp. 56-57).

The most comprehensive contribution given by a Canadian at this Conference was Chown's report, *Course in Home Economics for Colleges and Universities.* She noted that no one course can fit all institutions of higher education for women. But all should incorporate three ideals of education. These include culture for culture's sake, the aim being to cultivate logical thinking, to develop a passion for original research, and to make scientific principles clear. The second was the educational ideal of applied science as a preparation for a livelihood. The third educational ideal of applied science was utilitarianism — the basis on which home economics was introduced into universities.

Chown wished to impress on the participants that there was no greater danger than to educate women for the home without also a significant number of women who were educated for life outside the home. In essence the speech was important and provocative because it outlined a curriculum for home economics in higher education which aimed at a broad and comprehensive education for women. This revolutionary proposal was not fully appreciated or understood at the time.

The Fourth Conference (1902)

Canadians attending ~~the~~ fourth Conference were: Mrs. Adelaide Hoodless and Mary U. Watson, ~~President and~~ Principal, respectively of the Ontario Normal School of Domestic Science and Arts, Hamilton and Alice A. Chown. This Conference focussed primarily on what was happening in colleges and universities related to home economics in the Southern and Northern States.

One of the often quoted definitions of home economics was made by a committee on courses of study in colleges and universities at this gathering:

> Home economics in its most comprehensive sense is the study of the laws, conditions, principles and ideals which are concerned on the one hand with man's immediate physical environment and on the other hand with his nature as a social being, and is the study specially of the relation between those two factors (*Lake Placid Conference Proceedings*, 1902, p. 70).

Chown presented a paper on the *Effect of Some Social Changes on the Family* (*Lake Placid Conference Proceedings*, 1902, pp. 31-35). She presented the family as the centre of the individual's efforts for perfection. In turn, society has been affected and effected by the family. Therefore, it is impossible to separate the family from society and the study of the home must include the dominant ideal of an age and the ways in which the ideal has been modified by the family.

In the past, marriage had been an arranged contract, the woman's duties were to keep house, to bear children, to nurse the family in sickness, and to regard her husband's liberty as sacred. It was a business transaction which no one would have thought of disputing. How then could women remove marriage from the sphere of a business transaction to a partnership which rested on personal relationship? At the beginning of the previous century, the home had been the centre of business, an activity now removed from the home to the factory. Thus, people migrated from rural areas into cities to find jobs.

> The most important effect on the family from the industrial [r]evolution was the freedom it gave women to earn her own living and consequently not to choose marriage as a means of livelihood . . . The opportunity for women to be self-supporting has done more than any other cause to elevate marriage. . . . (*Lake Placid Conference Proceedings*, 1902, pp. 33-34).

Chown continued by noting that the next step in relation to women's freedom came with the growth of democracy which provided full opportunity for everyone. In turn democracy had a marked effect on the education of women and opened up new fields of work for them.

References are made in the *Proceedings* to contributions by Hoodless related to discussions following an

Hoodless ideals separated home from family.

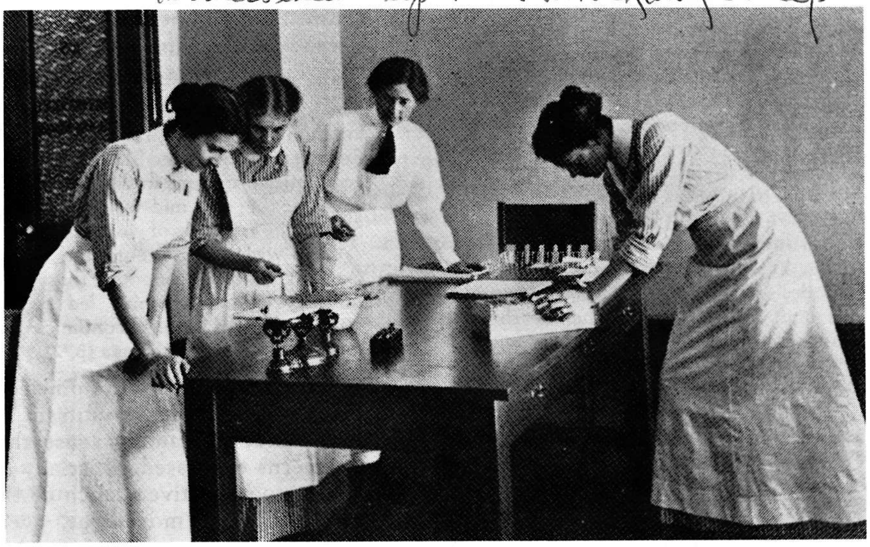

Photo from Home Economics in Canada, courtesy Edith Rowles Simpson

Experimental laboratory class, Macdonald College, 1914

address on standards of living (pp. 53, 61) and to Canada's role diffusing information concerning right standards about the home (p. 53). All these reflect an interest in what *should be* as well as what was going on in the rapidly changing society.

The Fifth Conference (1903)

Chown did not attend.

The fifth Conference was held at Simmons College, Boston in conjunction with the National Education Association in order to bring home economics before the Association in the most effective way. According to the opening statements in the *Proceedings:*

> The meeting was devoted largely to giving stimulus and inspiration to teachers, to training for teachers in normal classes, to a discussion of hand work throughout the grades and high schools, and the relation of parents to teachers along lines of higher education (*Lake Placid Conference Proceedings*, 1903, p. 6).

Three Canadians attended, but did not contribute: Miss C.C. Benson, of Toronto, lecturer in Science at the Lillian Massey Normal Training School of Household Science, Toronto; Mary U. Watson, now Principal, Macdonald Institute, Ontario Agricultural College, Guelph; and Edith Curzon.

Chown 1st attended

The Sixth Conference (1904)

The sixth Conference was devoted to discussing the progress which was being made in home economics in secondary schools, colleges, and women's clubs. Annie L. Laird of the Lillian Massey School, and Alice A. Chown were the Canadian participants.

Laird gave a report of the work in Canada. She noted that: "Household science in Canada is still in its infancy, but in the short time since its establishment great progress has been made, and much good work has been and is being done" (*Lake Placid Conference Proceedings*, 1904, p. 19).

Her report focussed on what had been happening in the last 3½ years primarily in Ontario. There had been a number of programs introduced into the public schools and on a limited basis in provincial normal schools. Higher standards for certifying household science teachers were being required. Teachers were being trained for household science at two schools. The first degree course had started in 1902 at the University of Toronto. It was a four-year course leading to a Bachelor of Household Science.

And what of the work in other parts of Canada?

> The Dominion of Canada is a large country but unlike the United States, in some districts it is but sparsely settled. It is however a land of opportunity, our people are industrious and progressive, and now that the seed has been sown we shall hope for a rich harvest in this work which stands for the betterment of home conditions (*Lake Placid Conference Proceedings*, 1904, p. 22).

Programs were noted to exist in Montreal, Sackville, Winnipeg, and Vancouver. From these accounts, home economics in Canada was off to a strong beginning.

Chown gave her paper, *Non-Resident Household Labor, A Study in Economic and Ethical Values*. The full text is included and in essence her theme was the attitude of housekeepers toward non-resident labor.

Chown was also part of a committee which contributed a substantial report on, *Practical Suggestions on Courses of Study in Home Economics in Higher Education*. Included are an eight page rationale and an outline for a suggested curriculum.

The field of home economics was defined as the '...use of social resources, of natural wealth and of human energy, by the family group' (*Lake Placid Conference Proceedings*, 1904, p. 78). Nomenclature was again considered and the following terms adopted: *Handwork* in elementary schools, *Domestic Science* in secondary schools, *Home Economics* in normal and professional schools, *Euthenics* in colleges and universities.

The Seventh Conference (1905)

Chown did not attend

The general trends of the discussions at the seventh Conference centered on the expansion of home economics in public schools, trade schools, rural schools, settlement schools and in institutions of higher education. Included was a report on the progress of the correspondence course of the American School of Household Economics and an important part of the program was devoted to the Department of Agriculture. Adelaide Hoodless and Mary U. Watson were the Canadians who attended.

Watson presented two papers. In the first, she reviewed the teaching of home economics in Canada showing that home economics, domestic science, or household science was well established across the country.

Watson also presented an overview of the Ontario Agricultural College. Sir William Macdonald of Montreal had offered to donate two new buildings to the College provided the government would maintain them and they would be devoted largely to the education of Canadian women for home life, for the training of teachers of nature study, and manual training. Two major programs were offered: the homemaker's and the normal. She noted:

> . . . it is early yet, and the course promises to become popular with the fathers of the country, which will forward this effort to awaken interst in the great problems of sound bodies, sanitary and beautiful dwellings, and real homes (*Lake Placid Conference Proceedings*, 1905, p. 90).

The Eighth Conference (1906)

Among the participants at the eighth Conference were three Canadians: Annie L. Laird and Ethel Eadie, Lillian Massey School in Toronto and Adelaide Hoodless, representative of Household Science for the Education Department in Toronto. None were listed on the formal program.

Courses of study were presented and a number of interesting papers on home economics subjects in general were given. Other reports which indicated progress in home economics included ones on the development of trade schools, the Department of Agriculture, and the American School of Household Economics.

Hoodless extended an invitation to attend the Canadian National Council of Women of Canada meeting. She also described their work to make conditions in railway trains and stations more sanitary (*Lake Placid Conference Proceedings*, 1906, p. 101).

The Ninth Conference (1907)

At this stage, there was evidence that the Conferences had generated not only interest and concern about the home, family and related matters, but considerable action had been taken to insure that most states and provinces in North America were providing education and/or services to women of all ages on home related matters.

The ninth Conference focussed on the different areas of progress and specifically on the status of teacher training.

There were no Canadians who formally participated in the program but four did attend. Those attending were:

Miss Marie E. Butterworth, Ottawa; Elizabeth L. Cowan, Royal Victoria Hospital, Montreal; Catharine J. McKay, Winnipeg; and Miss A.E. Robertson, Ottawa Normal School. Robertson spoke briefly about Domestic Science in Canada. She reported that:

> . . . (the subject) is being introduced into our public, high and normal schools in the various provinces. British Columbia, our most westerly province has opened a public school center in Vancouver and . . the subject had been added to the normal school curriculum. Manitoba has a beginning . . . In Nova Scotia there is a good course in Halifax ladies college and in Wolfville . . . in Acadia seminary. In Montreal the work is taught in some of the schools . . . MacDonald college . . . will offer courses in domestic science (*Lake Placid Conference Proceedings*, 1907, p. 90).

The Tenth Conference (1908)

The tenth and last Lake Placid Conference was held by special invitation at Chautauqua, New York. Near the closing, the following were suggested (*Lake Placid Conference Proceedings*, 1908, pp. 155-158):

- that a large national organization be formed with a monthly or quarterly publication to keep members informed;
- that the field be expanded to cover all that pertains to the general welfare and environment of the home;
- that home economics co-operate in helping to develop mechanical devices to lighten housework; and
- that home economists participate in eliminating the needless waste between producer and consumer.

Teaching home economics from elementary through higher education was reviewed and discussed. A syllabus outlining the courses from first grade through high school with definitions of units was made available to the participants. The beginning of the school lunch program was reported and it was noted that the demand for trained lunchroom managers immediately exceeded the supply.

Seventy-four attended this last and significant gathering which included nine Canadians: Katharine R. Bartlett, Saint John; Miss C.C. Benson; Evelyn Bray, Paris, Ontario; Ethel M. Eadie; Nina A. Ewing, Toronto Normal School; Annie L. Laird; Miss M.B. Tamblyn, University of Toronto; Fannie A. Twiss, Collegiate Institute, Galt, Ontario; and Mary U. Watson.

Adelaide Hoodless sent a report about legislation in nine provinces which was being developed related to home economics. There were signs that governments were seeing the light — all of the provinces had teachers being prepared to be certified to teach some form of household science.

She noted that the government of Ontario had made generous provision for domestic science in the public and high schools, a course of general instruction in normal schools, and a degree course in the provincial university (*Lake Placid Conference Proceedings*, 1908, p. 27).

We are challenged to understand what was in order to see what is and what our future should be.

Watson's report focussed on home economics instruction in provincial schools. According to a survey she had conducted, there was increasing interest across Canada. A good beginning was obvious, there was evidence that once a program had started, it inspired others. The prospects for the future were encouraging.

Ewing reported on the normal schools which were training teachers for the public schools of Canada. One approach used was to train household science teachers as specialists. Another approach was to make domestic science a compulsory part of teacher-preparation. Each province had or soon would have, at least one of these ways of preparing household economic teachers in normal schools. (*Lake Placid Conference Proceedings*, 1908, pp. 30-32).

The University of Toronto program was summarized by Laird. In the year of this report, 18 students were registered in the degree program and 19 others were taking full-time work in the department. A total of 88 were registered in household science.

Watson briefly discussed the 2 professional and 3 non-professional courses offered at Macdonald Institute at Guelph. Macdonald Institute goals were to furnish courses which developed a keen interest in household problems and laid a good foundation of knowledge which would help to solve problems (*Lake Placid Conference Proceedings*, 1908, pp. 34-35).

To complete the report, George Putnam (Ontario Department of Agriculture) sent a paper on the, *Women's Institute work in Ontario*. By 1908 there were 80 districts with 470 branches and a membership of about 12,000 women. The objectives of the Women's Institutes were the dissemination of knowledge relating to domestic economy including household architecture, home sanitation, economic and hygienic value of foods, clothing and fuel, more scientific care of children, and uplifting the home and conditions of rural life.

From these reports about home economics in Canada presented at the Lake Placid Conference in 1908, it was evident that the field was now well established and growing.

Outcome of the Lake Placid Conferences

The most significant outcome of the tenth Conference was the organization of AHEA. At the close of the Conference, recommendations were made which suggested a broad national association be established to obtain desired future results. The support was unanimous.

On December 31st, 1908, The Teaching Section of the Conference met in Washington, DC and took formal measures to found the AHEA. At the business meeting on January 2nd, 1909, the name was officially adopted and Ellen H. Richards unanimously proclaimed the first president. Among the executive slate was Mary U. Watson, third vice-president. The purpose of the Association was stated as "the improvement of living conditions in the home, the institutional household and the community" (*Journal of Home Economics*, 1909, p. 1).

The AHEA was now a formal organization with a constitution, journal, and extensive membership drawn from England, Italy, and throughout North America including Mexico.

(continued on page 155)

Proud Past Promising Future

Nancy E. Dolton and Gladys Gary Vaughn

The American Home Economics Association (AHEA) now 75 years old, has been the primary source of continuous professional development for its individual and institutional members. Documents from the forerunner Lake Placid Conferences, clearly reveal that AHEA was intended to be an advocate organization of professionals for the *home economics profession*. And, as such, the Association has provided a myriad of opportunities for its members and the profession to grow.

The following **milestones** in the history of AHEA have contributed to the growth and development of member home economists, and through them, the profession world-wide.

Publications

Publication of members' original work and dissemination of information affecting members' subject-matter expertise and professional practice are established programs of service to members. Noteworthy among them are these:

- *Journal of Home Economics* — established in 1909; the first refereed scholarly journal representing all aspects of the profession.
- *Home Economics Research Journal* — established in 1972; the first refereed research journal to report interdisciplinary research in home economics.
- *Home Economics: A Definition* — a definitive, philosophical, and scholarly treatise on the *substance* of home economics.
- *AHEA: A History of Excellence* — a chronology of the growth and development of the profession as revealed by the contributions and accomplishments of AHEA.

Accreditation

In 1971, AHEA became the sole accreditating agent in the U.S. for institutions offering educational programs in home economics leading to a baccalauerate degree, ensuring the quality of educational experiences for pre-professionals.

Awards and Recognitions

The first award recognizing individual excellence and expertise was the *Borden Award*, established and underwritten by the Borden Foundation in 1937. It acknowledges outstanding accomplishments in nutrition or experimental foods.

Other awards for excellence in research have since been established. *The Man-Made Fiber Award* (1982) recognizes significant scientific or consumer research in the advancement of man-made fibres and their uses while the *James D. Moran Memorial Award* (1984) recognizes excellence in child development and/or family relations research.

The Association has established two awards for excellence in professional practice — the *Teacher of the Year Award* in 1974 (co-sponsored since 1981 by Chesebrough-Ponds, Inc.) to recognize teachers in grades kindergarten through 12 for outstanding teaching related to quality of family and community life and the *Texize Award* in 1981 (underwritten by MortonThiokol Inc.) to reward outstanding efforts in consumer education on behalf of students and consumers.

The awards program enhances the public image of the profession and strengthens the knowledge and practice base of the professionals.

The Betty Lamp, symbol of AHEA, recalls those pioneers, who in their quest for new horizons of the mind, still cherished all that time had tested and found good.

Meetings

Premier among the Association's efforts in providing opportunities for members to meet, is the Annual Meeting and Exposition held each year since 1909, (except 1917, 1943 and 1945 when the event was postponed because of war efforts). As a source of personal and professional development, this meeting provides opportunities to hear nationally renowned speakers, view exhibits, attend sectional program sessions, and strengthen and initiate networks.

An important part of each Annual Meeting is a **research reporting** session. Research by members, critiqued by a jury of peers, is reported in an open forum.

International Co-operation

International co-operation has been a component of the Association since its conceptualization. The founders chose the word *American* rather than *national* for its name to bar the possibility of restricting activities of the fledgling group to any circumscribed area of the Western Hemisphere. This is especially poignant as Canadian home economists not only attended the Lake Placid Conferences, but are among the Association's charter members.

The *Journal of Home Economics* carries articles on international concerns and the Association has been a member of the International Federation of Home Economics since 1915. An International Committee (also established in 1915) is now the Association's International Section, one of 17 subject-matter sections.

Over the 75 year history of the Association, more than $213,000 in scholarship funds have been awarded to 298 individuals from 62 countries. ●

A contribution from AHEA — **Nancy E. Dolton**, president; **Gladys Gary Vaughn**, Administrator, Education and Research Unit.

Textile Comfort in the Home

Keith Slater

Abstract

The role of textiles in contributing to physical, physiological, and psychological comfort in the Canadian indoor climate is discussed. Consideration is given to the use of textiles as clothing, as utilitarian household textiles, and as furnishing fabrics. Some details of design and manufacture that contribute to comfort are described.

Résumé

Le rôle que jouent les textiles dans l'apport du confort physique, physiologique et psychologique dans le cadre du climat à l'intérieur au Canada est examiné. Les textiles utilisés comme vêtements, comme textiles utilitaires employés dans les arts ménagers et comme tissus d'ameublement sont traités. Quelques détails sont compris au sujet du design et de la fabrication qui ajoutent à ce confort.

Comfort is a difficult topic to define. It can easily be recognized in its absence, but is usually not noticed consciously when it exists. It is, though, arguably the most important subject in the world, since every individual member of the entire human species, at every instant of his or her existence from before birth to the moment of death, is constantly striving to improve or maintain an optimum level of comfort for the situation existing at the time. This striving is mostly automatic and subconscious, engaged in by the body and mind without any effort on the part of the human being concerned.

Textiles and Human Comfort

If a definition of comfort is attempted, the empirical statement that comfort is a pleasant state of physical, physiological, and psychological harmony between the human being and the environment is possibly as close a one as can be achieved. In the home environment, all three aspects of comfort are encountered.

Physical comfort. Physical comfort involves preventing damage to the body by imposing undue strains on it, and much work has been carried out in such comfort-related aspects as the efficient design of work space, shelf or cupboard storage, and room or corridor dimensions. In textile applications, perhaps the most universal item related to physical comfort is carpeting, which provides a cushioning underfoot to prevent painful jarring of the skeletal structure when someone falls or lands heavily. To a lesser extent, upholstery fulfills the same function, but it must be remembered that the presence of springs is responsible for the major resilience properties of chairs. Upholstery fabrics, though, do play an important part in physical comfort of a different type, in that they reduce the potential skin damage resulting from abrasion. So, too, do sheets, blankets, and clothing. If they are suitably designed, they contribute appreciably to the total physical comfort level in the home.

Physiological comfort. Physiological comfort is probably more important than either of the other types in any consideration of textiles in the home. The body needs certain levels of activity for survival and these are established or maintained by the central nervous system in conjunction with various glands or organs of the body. The simplest example of an everyday comfort aid is the thermostat on the wall; if the environment is too hot or too cold, the body's thermoregulatory system is unable to cope with the heat or cold stress and death can occur from heat stroke when the brain temperature rises by more than about four Celsius degrees or hypothermia if it decreases by the same amount for appreciable periods of time. On the assumption that these extreme limits are not reached, there are important textile contributions to physiological comfort which can be made, notably the sensible use of clothing.

Clothing in the North American indoor context has never been wisely used to its full potential. We prefer to increase the thermostat setting if we are too cold, thus increasing also our fuel bill and the unpleasant presence of static electricity. It is an established fact that the human body is easily able to acclimatize itself to changes of as much as 10°C or more after a few weeks. In the present state of fuel shortage, then, it would make life more pleasant, as well as less expensive, to wear additional clothing in the home during winter. This fact is slowly being realized by a growing proportion of the Canadian population, and will no doubt become important to the rest of North American society as fuel resources dwindle further. Contributions to thermal comfort (and to energy savings) are also made by curtains, bedding, and building insulation, all of which are textile products found in most homes.

In the converse situation, where the environmental temperature is high, the body compensates by perspiration cooling, and again the use of textiles can be of some assistance. Clothing absorbs the moisture produced, transports it away from the immediate vicinity of the skin to the outer clothing layer where it evaporates. This process increases the loss of latent heat of vaporization, thus making the cooling process more efficient. Comfort is achieved, once again, by the wise

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choice of clothing and other household furnishings. Absorbent fibres, such as cotton, linen, or silk are much more comfortable in hot weather than are the less absorbent synthetic fibers, though texturing can usually improve the comfort of the synthetics to an acceptable level. The high absorbency of wool, of course, is offset by its use in thick fabrics which have high insulating ability, a property which makes it invaluable in winter, but virtually unusable in the height of summer.

The absorbency of towels, sheets, and other bedding can also increase summer comfort. Body temperature decreases appreciably during deep sleep, but the need to cool by perspiration evaporation still exists and continues throughout the night. The use of synthetic fibre components for bedding is likely to decrease the comfort level noticeably, and may contribute to a sleepless night if climatic conditions become extreme. In the bathroom, too, an absorbent towel adds to the pleasure (and hence comfort) of a shower intended to cool the body in hot weather. The acceptability of a wisely-chosen towel is also enhanced by its softness, a physiological comfort factor often overlooked in making a purchase, but important when tender skin or athlete's foot are left as reminders of a sunbathing or active day in summer.

Psychological comfort. Psychological comfort needs are possibly the most difficult kinds to recognize and to satisfy. There is an inbuilt human desire for aesthetic gratification which, though universal in its nature, has important differences for individuals. Try putting your teenage son into a room papered with pink flowers, or asking his grandmother to move into the psychodelically-colored pad he has vacated if you have difficulty in believing this simple fact of human nature. Each human being has a sense of *color harmony*, with some consensus among the majority of people in a given culture, but with individual preferences differing from the group behavior characteristics to some extent. Thus, the decor of a home must be chosen with care to be acceptable to all the inhabitants, and the use of textiles can again play a vital part in this process. The color of upholstery or drapery fabrics, of carpets, towels, table linens, bedding, wall hangings, and all the other textile products around the home should be considered carefully to ensure a harmonious blend of colors which are pleasant individually as well as in combination.

Texture, too, can be used to enhance psychological comfort. The monotony of, say, plain weave fabrics can be relieved by selecting figure weaves for certain end-products. We are accustomed to the use of damask in table linens, velvet in upholstery, lace in clothing, and various complex weaves in bedding. In more recent times, we have seen the advent of newer construction techniques, as in the production of stitch-knit, hexagonal weave, and non-woven fabrics, for example, which can all be employed with advantage to improve the variety of textile surface features available for use in the home.

Textiles and Psychological Discomfort

One factor which must be borne in mind, though, is that of *durability*, an aspect which can be critical to comfort as well as having economic importance. The life of a household article can be expected to vary in some way with its cost, usage, and method of construction. It may also be modified considerably by the financial circumstances of the buyer and by the social aspiration of the family using it. An article which is perfectly acceptable from the standpoint of remaining life expectancy or aesthetic appearance may be discarded prematurely for psychological reasons which have nothing to do with durability loss. Nevertheless, there are acceptable criteria of durability, in the widest sense of the word, which must be satisfied if the user of an article is to feel satisfied (and hence psychologically comfortable) with its purchase. If it is a major item, like a carpet, it should not wear out in a short period after purchase, nor should it begin to show early signs of traffic wear even if it suffers heavy use. An upholstery fabric, similarly, should not begin to shine unattractively after a short period of service. Likewise, towels ought not to unravel after a few launderings, nor sheets tear at the first contact with an uncut toe nail.

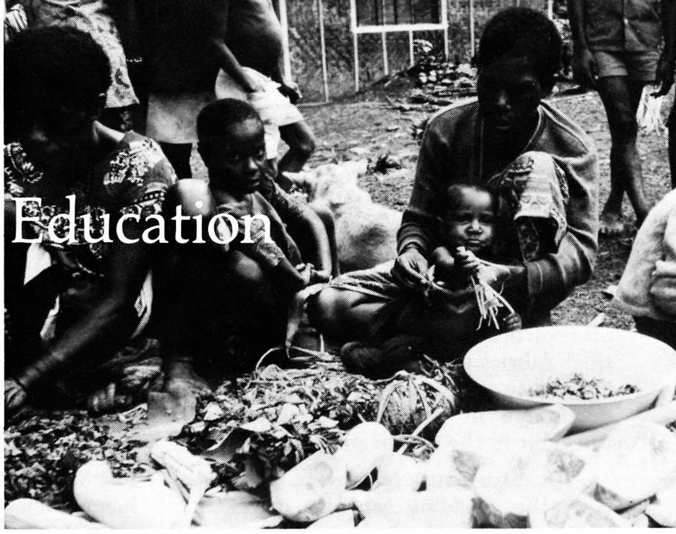
Appearance changes, too, can be major causes of psychological discomfort. If an article changes color in some non-uniform manner, it is a source of annoyance to the user and is likely to be rejected long before it becomes unacceptable purely on mechanical grounds (as, for instance, by tearing). Even if the color change is uniform for a given product, it may no longer match another article of supposedly the same shade, or it may fail to blend satisfactorily with an overall color scheme. Surface appearance may also be modified by the presence of broken fibres (such as in pilling) which render a textile unacceptable before it is unusable on other than aesthetic grounds.

The Manufacturer and Textile Comfort

For all the reasons given, any product must be made to last for a reasonably long time if a customer is expected to make a subsequent purchase from the same source. In consequence, care must be taken by the textile manufacturer to ensure that comfort behavior is considered when a cloth is made. Textile properties of importance include both *mechanical* and *aesthetic* ones. Strength and abrasion resistance are obviously of paramount interest, since a product which is easily destroyed cannot usually be considered satisfactory. Fibre content and finess, yarn twist and finess, fabric construction method, and finish applied all exert some influence on these properties.

For comfort of both physiological and psychological kinds, drape, hand, and softness must be taken into account. In this case, fibre properties are the major source of interest, since a finer fibre will, in general, yield a softer, more flexible fabric than a coarser one. Thermal comfort is influenced by the insulation behavior of the fabric and by its moisture vapor transmission characteristics, both of which depend heavily on the air spaces within the structure. A fine fibre with high crimp, the presence of many pores (introduced by using a low-twist yarn or by brushing, for example), and an increased thickness will all increase thermal resistance. The first two factors (but not the third) will tend to improve the ability of moisture in

(continued on page 149)



Nutrition and Development Education

Joan Allen Peters

Photo courtesy Margaret Anderson.

Abstract

Nutrition education programs in developing countries have often had limited success. Most were based on the hypothesis that improved nutritional status would be achieved if people made better use of available resources. Behavioral change was expected from poor people with little influence on the political and economic processes shaping their lives. Redistribution of food supplies and change in the politics of agriculture are more necessary than nutrition education. To achieve these, development education programs in affluent countries must include sound technical information on food, nutrition, and health. Then people can make informed choices about their actions for development. Meanwhile, nutrition educators must understand development so they can work with communities to change the structures and systems which prevent the achievement of nutritional well-being. We can tackle the causes of hunger and malnutrition with greater hope of success, if we have more food, nutrition, and health content in development studies, and more development in food, nutrition and health studies.

Résumé

Les programmes éducationnels d'alimentation ont souvent obtenu un succès limité dans les pays en voie de développement. La plupart de ces programmes se basait sur l'hypothèse selon lequel le niveau alimentaire s'améliorerait si les ressources disponibles étaient utilisées plus efficacement. On s'attendait à des transformations de comportement chez des indigents ayant peu d'influence sur les processus politique et économique réglant leur vie. Une redistribution de nourriture et une modification apportée à la politique agricole s'avèrent plus nécessaires que l'éducation alimentaire. A ces fins, les programmes éducationnels de développement des pays riches doivent incorporer des renseignements techniques solides concernant la nourriture, l'alimentation et la santé. Par la suite, les gens seront en mesure de prendre des décisions éclairées au sujet de leur plan d'action face au développement. Entre temps, les éducateurs(trices) en alimentation doivent arriver à comprendre le développement afin de pouvoir travailler au sein de la communauté pour changer les structures et les systèmes qui empêchent la réalisation du bien-être alimentaire. En accentuant les éléments de la nourriture, de l'alimentation et de la santé dans le cadre des études du développement, et en mettant en valeur le développement lors des études de la nourriture, de l'alimentation et de la santé, nous pourrons nous attaquer avec un plus grand succès aux causes de la faim et de la sous-alimentation.

Even the most optimistic and effective international nutrition educator suffers at times from feelings of despair when faced with the *still* widespread world problems of hunger and malnutrition. As one moves from assignment to assignment, from country to country, one sees again and again *the same* hungry faces, *the same* injustices and inequalities, *the same* mass media manipulation of food preferences. In spite of the green revolution, food production is still not growing at the desired rate in the poorest developing nations. Even though an adequate supply of global calories is available to feed everyone, it never seems to get distributed fairly. After two decades of programs in supplementary feeding, food enrichment, agricultural production, and nutrition education; development specialists and nutritionists are still debating how and where to tackle the problems. The results of such programs have been largely disappointing. Black (1982) reports that the proportion of budgets spent by many development organizations for these programs has actually been declining.

Perhaps we nutritionists have set our sights too narrowly. The programs, so optimistically developed, involved education, improvement of child feeding practices, improved sanitation, and increased food production. However well intentioned, none demanded a significant change in the distribution of resources — food, wealth, or income. They called for no change in consumption habits of those already well-nourished. They have meant no real shift in development priorities of either donor or recipient countries.

Most nutrition education programs have been based on the hypothesis that improved nutritional status would be achieved if people made better use of the resources already available. Behavioral change was expected from the malnourished persons themselves or from their parents — it was expected from poor people, often landless, unemployed or under-employed, with limited access to education and health care, and with little influence on the political processes which shape their lives. Every honest nutritionist,

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as Longacre (1977) says, faces moments of truth in which the solutions to hunger and malnutrition are perceived to be elsewhere.

Why Hunger Keeps Growing

Why the hungry population keeps growing is primarily a political question. Individuals and individual countries alone do not entirely determine what happens to the food which is grown, nor why non-essential crops are to be grown more extensively than other staples. On a global scale we all share responsibility. If we accept this, and if we want to prevent societies from outgrowing their food resources or some groups from consuming a disproportionate share of the food supply, then we must begin to think in terms of a radically new politics of agriculture. We *must* refuse to accept patterns of food consumption which are inappropriate.

If, as Dumont (1980) says, the problem of hunger is more than that of poverty or simple environmental disadvantage, then we must focus on the constraints which allow this situation to persist.

One disturbing aspect is the unanticipated growth in the expectations of people who already live in the more privileged circumstances, the affluent minority who eat for pleasure, dress to be in fashion, and still have enough money for automobiles, televisions, and other consumer goods. No one assumed that the people in rich countries and the wealthy people in poor countries would demand larger and larger amounts of physical materials including food or that they would develop more and more extravagant goals for themselves. There seems no end to this new form of galloping consumption which infects society.

Food is basic to human survival. There is an obvious responsibility both to try to increase food production and to ensure that the supplies available are distributed in the fairest way. Ability to redistribute food resources, based on a criterion of need rather than controlling power, will depend upon the establishment of effective new policies. It will involve rethinking not only the purposes of economic development, but also of agriculture.

Those of us who live in industrialized societies can manage to ignore our dependence upon agriculture. We are insulated by the technology around us and almost unlimited access to supplies of processed foods. We can eat a whole meal of foods which bear little resemblance to their botanical or biological sources. We eat more food than we need to maintain health even though this predisposes us to obesity, heart attack, and stroke. Only the very poorest members of our societies have insufficient resources to take care of their food needs. It is not coincidence that they are usually the most politically powerless members of our communities.

Today few regions, if any, in the world can live in isolation. A new politics of agriculture will demand changes in other related spheres, a revaluation of the exchanges between rich and poor countries, an elimination of global politics which entrenches poverty and is permanently divisive. Many people question whether the existing forums for international debate and action can meet this new level of challenge.

While we wait, we must recognize that there are choices to be made now. The constraints of population growth, environment, and hunger are demanding that changes take place soon.

> *If we want to prevent our societies from outgrowing their food resources, or some groups from consuming a disproportionate share of the food supply, then we must begin to think in terms of a radically new politics of agriculture.*

Development Education: Its Definition and Role

If you believe that a changed political and social situation is fundamental to improved nutrition for the world's poor and hungry, where can you begin — especially if you have been trained as a nutritionist and see yourself primarily as an educator not a revolutionary? One answer lies in the field of development education, especially — but not exclusively — for the young. If underdevelopment in the Third World is an ongoing process rooted in history, it is maintained by economic and political structures. True development work must do more than combat just the symptoms of underdevelopment. It must also seek to change those structures at home or abroad which impede real human development, including the achievement of nutritional well-being which is basic to a satisfying quality of life.

Development education may be defined as a process of making information on development accessible to people and encouraging them to make moral and critical judgements. Then, they participate in the changes which they believe are appropriate and in ways appropriate to their own skills and interests. Development education is concerned with the development of individuals as well as society as a whole.

The objective of development education is to enable people to understand and take part in their own, their community's, their nation's and the world's development. Any process of development education must create a critical awareness of local, national, and international situations, starting from the individual's personal perspective and perceptions. Development education requires a close connection between the acquiring of knowledge and attitude formation in order to develop a new political and social awareness leading to concrete action and commitment.

Development education is offered as a discipline at different levels of the formal educational system often as a part of political science, social sciences, etc. It is also included in the non-formal educational programs of several non-governmental organizations. Here it is characterized as an ongoing process of reflection and action, action and reflection, the basis of experiential learning. Its purpose is to expose and work against those structures which

impede human development at home and abroad. This use of the term *development education*, according to CUSO (1980), combines assumptions about content, the understanding of underdevelopment; and methodology, the understanding of education.

Experiential and Non-Formal Education for Development

Education is essential to both development and to informed action. But the usefulness of schools and curricula which reinforce the value system of the status quo deserves to be challenged. Stoesz (1977) says that education in its best sense is seen as "people building," as giving persons the basic skills needed to function in a rapidly changing world. Anthropologists view education and formal schooling as quite separate. For them, education is a process through which one goes to become a full member of a culture and education, in these terms, can exist quite independently of schooling.

If schools are capable of developing intellectual curiosity, they can help their students find new ways of dealing with community problems. If schools see their job as primarily that of imparting basic knowledge such as history or languages, they may increase the students' personal understanding and prepare them for higher education. They may not, however, be helping students to contribute to their community's development. Heisey (1977) believes that education in the anthropological sense must be a part of the development process in any country, rich or poor.

When education is defined merely as schooling, it is a root of the development problem for any nation (developing or developed) which is struggling with the demands of a modern world.

> Our educational system should foster the social goals of living and working together for the common good. It has to prepare our young people to play a dynamic and constructive part in the development of a society in which all members share fairly in the good or bad fortunes of the group, and in which progress is measured in terms of human well-being, not prestige buildings, cars or other such things. Our education must therefore inculcate a sense of commitment to the total community (Nyerere 1968, p. 54).

Growing Interest and Commitment to Developing Education

Many countries have begun programs of development education which attempt to produce the tolerance and openness to other cultures which form the basis of understanding. Several of these programs are funded and operated by non-governmental organizations such as the national affiliates of the International Red Cross or church-related groups. Their belief is that for most people in affluent countries, the daily pressures of life in the Third World are far removed from their reality. Yet if any country aspires to be a force for international development, its citizens must be aware of the world, sensitive to its problems, and ready to take personal and collective action for change.

For young people, development education programs can teach that security is not a house, a well-paying job, a new car, nor a strongbox of insurance policies. Preparing youth to understand and meet world issues, to question and act rather than just conform and consume must become a goal which is basic to a worldwide educational system.

The Importance of Integrating Health and Nutrition into Development Education

Learning objectives for participants in development education programs, whether the participants are young or adult, include increasing knowledge of issues related to development. Agriculture, food, water, population, natural resources, environment, appropriate technology, disarmament, land use, and trade are some of these. The importance of including basic health and nutrition subject matter should not be overlooked.

The building of a nutritious diet around the staple food of a country is a new concept for those brought up on the meat, milk, and animal food diet typical of western countries. The meaning of food within a culture and the relationships between environmental sanitation, waterborne disease, and child malnutrition are also themes which impact on issues of development and health. There are countless others.

Learning activities and exercises can help participants study the complex food, nutrition, and health relationships within their own community as well as in the Third World development context. Sound nutrition and health information will serve as a technical base from which to develop a personal perspective on development issues — a perspective that is more than just emotional. Such information also provides the knowledge which permits people to make informed choices of the kind and degree of their commitment and action for development.

A word should also be said about the importance of broadening nutrition education programs to include information on development. Just as it is important for those studying development themes to understand nutrition and health, those involved in improving nutritional status in any community must understand the complex relationships between nutrition and issues of development. Nutrition educators must learn how to work with communities for changes in structures and systems which prevent the achievement of nutritional well-being for all.

It is time for nutrition and health educators to expand their horizons beyond the traditional content and thrust in both academic and community programs. It is time to include development education as an integral part of nutrition and health education.

Global success in achieving the goals of development education is crucial to the world's survival. At the same time, the success of nutrition education programs in developing countries will continue to be limited unless there are broader and more effective development education programs in affluent countries.

With more food, nutrition, and health content in development education programs and more development education in food, nutrition, and health education programs, we could perhaps tackle the root causes of hunger and malnutrition with renewed optimism for the future and a greater possibility of success. ●

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Home Economics Education in Quebec

Commitment and Conjecture

Betty Stafford Smith

Abstract

Recent government policy changes in Quebec have resulted in compulsory courses in home economics for all secondary level II (grade 8) students. The introduction of this new curriculum provides a unique opportunity to change and clarify the public perspective of home economics. Professional concern is expressed that standards and content must remain adequate even though non-specialist teachers are involved in teaching some of the compulsory courses. Particular interest is directed to the emphasis on consumer education in home economics. The advantages, feasibility, and scope for possible development of courses in consumer education and family economics are explored at the CEGEP level (grades 12 and 13).

Résumé

Des modifications apportées récemment aux politiques gouvernementales au Québec font que les cours d'économie domestique deviennent obligatoires pour tou(te)s les étudiant(e)s au niveau II (8e année). L'introduction de ce nouveau programme d'études offre une occasion exceptionnelle de modifier et de clarifier l'idée que se fait le public de l'économie domestique. Le corps professionnel s'intéresse à ce que la qualité de la matière et le niveau de l'enseignement ne baissent point, même si des professeurs non-spécialisés prennent part à l'enseignement de quelques-uns des cours obligatoires. L'accent mis sur l'éducation des consommateurs/trices dans le cadre de l'économie domestique suscite un intérêt particulier. Les avantages, l'envergure et les possibilités de cours éventuels traitant de l'éducation des consommateurs/trices et de cours en économie familiale sont examinés au niveau du CEGEP (12e et 13e années).

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Education in Quebec in the 1980s is unique in many ways. The perennial language and/or religious divisions create many challenges both professionally and in the broader political/social context. This paper will focus on educational change and development, with specific reference to home economics.

Home economics has just been introduced as a compulsory subject at the high school secondary level II (grade 8) in Quebec. While the profession is delighted with this recognition of the universal importance of home economics education, it is very concerned because the subject is frequently taught by teachers who are not home economics specialists — often by surplus teachers in the system who are protected by union regulations.

Only one university, McGill, offers a degree in home economics education. During the past few years even this one program has had a very low enrolment. The choice of teaching as a professional career has been viewed as a less viable option in recent years, because the school population has declined and opportunities for employment of new graduates have decreased drastically.

The introduction of a compulsory course for both boys and girls does constitute a major new development in home economics education in Quebec. However, the profession must take the responsibility for the direction of this new development — including helping non-specialist teachers to enrich their knowledge to be able to maintain a high standard of home economics content. Student interest is likely to be influenced by the nature of the courses, the content covered, and the professional presentation of the material. The production-oriented traditional home economics content is gradually being replaced by an approach that is more realistic for today's lifestyles. While the majority of professional home economists have adopted this change with enthusiasm, the present challenge is to extend the knowledge of this change of emphasis to those in the school system who still view home economics as cooking and sewing.

New Secondary School Curriculum

The new home economics curriculum for the secondary II level students is outlined in a Quebec Ministry of Education working document issued in 1981 by the Direction Générale du Développement Pédagogique. The document draws attention to the current perception of home economics as "the management of personal and family resources" (p. 2). Subject content reflects the concept of home economics education as concerned with universal needs and their satisfaction.

The overall objective for the curriculum as stated in the working document is: "To help the student, as a member of a family group, to attain a certain quality of life through rational decisions made to satisfy his real needs, while taking into account available resources" (Direction générale, 1981, p. 4). The content areas are grouped

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into foods, nutrition, clothing, housing, and family economics and relationships. Consumer education and an introduction to the study of the home production of food and clothing are important aspects of the course. Unit concepts for all modules are grouped into three areas: needs, resources, and satisfaction of needs.

The author is particularly interested in the module "Economics and Family Living" (Direction générale, 1981, p. 23) since it constitutes the main thrust for the new emphasis on consumer education in the curriculum. The objectives of the module are satisfactory, but it seems probable that the content may be restricted in depth, particularly in the area of family economics and consumer education, because of the age and maturity of the students at the secondary level II.

Unfortunately this compulsory program could be the only home economics course taken at high school as subject requirements for entry into college or university often restrict choice of options taken in the last three years of high school for students intending to continue their academic education.

Home Economics in Postsecondary Education

In Quebec, when students graduate from high school on completion of level V (grade 11), those who are interested in further education may continue at one of the colleges, commonly called CEGEPs (Collège d'Enseignement Général et Professionnel). These colleges provide a variety of programs which include two-year pre-university programs and three-year technology programs leading to careers in biological or physical science, administration, and applied arts. The concept of the CEGEP was initiated by the Parent Commission, appointed by the Quebec government in 1961. The intent of the commission was to standardize the sequence of secondary and postsecondary education for the French and English systems which had been substantially different (Parent Commission, 1964). Today the colleges are an established part of the Quebec public education system.

Current situation. There is no home economics program in the CEGEPs, even though this could be a very propitious time to prepare the maturing student for life in the complexity of today's society. Most CEGEP students are in their late teens or early twenties and are likely to be receptive to the concepts of consumer education as they begin to experience or anticipate their lives as independent adults. A large number will probably be contributing towards their own support through part-time or summer employment. Others will already be living independently. Establishing an integrated approach to life skills at this stage would be an invaluable input to life-long patterns of behavior.

A survey of Quebec CEGEP calendars reveals that some courses introduce consumer education concepts such as values, personal decision making, and consumer protection; but these concepts are not taught in courses oriented towards consumer education. For example courses given at two campuses of Champlain Regional College include family economics and consumer education content. As the courses are given by the economics department, the approach is probably economic rather than the holistic approach of home economics.

Need. A study by Langrehr (1979) among high school students in the U.S. seems to indicate that students do improve their competency in consumer economics through taking courses that are specifically directed towards consumer economics rather than toward basic economic principles. Langrehr further suggests that an improved ability to use the marketplace effectively may help people to satisfy their needs. Although Langrehr admits that several previous studies have not shown significant differences in competency levels between the two groups of students, he draws attention to important factors which have often been ignored and which may have influenced some of the results obtained:

- lack of control for intelligence levels of students (when consumer education is not compulsory, academically inclined students may be unable to, or discouraged from including the course in their program)
- lack of control for previous competency of students in consumer economics
- failure to investigate student attitudes towards the marketplace as affected by consumer education.

Proposal for a Postsecondary Course

In discussions about course development with CEGEP administrators, the author has found that the terms family economics and consumer education receive more positive response than home economics.

What type of course should be offered at the postsecondary (CEGEP) level and where would it fit into the existing course structure? To consider the latter question first: the CEGEP pre-university curriculum is divided into six programs: health science, pure and applied science, commerce, creative arts, and language and literature. Students enrolled in the technology programs are able to take courses in the pre-university curriculum and, indeed, most students are required to take complementary courses from outside their field of concentration. It seems feasible that courses in family economics and consumer education would be accessible to most students, and appropriately placed in the social sciences as a complementary credit.

The author's present research, to determine the kind of course that should be offered, involves administering a questionnaire to a random sample of English CEGEP students. The intent of this survey is to investigate their knowledge, attitudes, and behavior concerning family economics and consumer education. The results of the survey will help to ascertain what level and content would be appropriate for such a course.

As an initial phase in course development, definition and classification of concepts must be firmly established. The publication, *Classification of Concepts in Consumer Education* by Bannister and Monsma (1982) is an important contribution towards clearly defining the emerging discipline of consumer education which, at least in the broadest sense, shares many of the objectives of home economics.

One of the problems is the plethora of terms which are used to describe these related content areas. This terminology could be simplified if home economics were regarded as the umbrella under which areas such as foods and nutrition, family living, textiles and clothing, housing and design, and family and consumer economics are grouped. Home economics has always had strong links with the concept of the family; however, in recent years an emphasis has been placed on

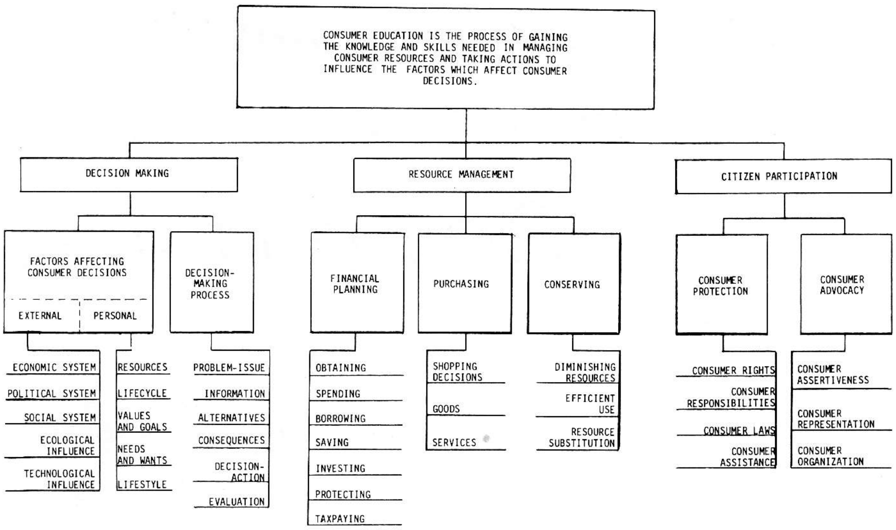

Figure 1. A classification of concepts in consumer education (Bannister & Monsma, 1982, p. 11).

the application of its concepts to each individual whether alone or as part of a family. If home economics is seen to function at this interface, it is understandable that it shares common ground with consumer education. Bannister and Monsma (1982) define consumer education as: "the process of gaining the knowledge and skills needed in managing consumer resources and taking actions to influence the factors which affect consumer decisions" (p. 5). This definition and Bannister and Monsma's classification of concepts (see Figure 1), are succinct and clear and could represent a step forward in co-ordinating the efforts of those in home economics, economics, social studies, and other related areas who believe that there is a need for each maturing adult to be educated about the complexity of society and the marketplace.

Summary

With increasing government recognition of the need for home economics education for all students in Quebec, it is appropriate that the profession uses this opportunity to dispel forever the lingering image of cooking and sewing. We must take every opportunity to enlighten the uninformed, but to be effective we must share a clear concept of our discipline. This new direction for home economics education in Quebec should be viewed as a beginning.

In the author's opinion, a course in consumer education and family economics would be of great benefit at the postsecondary (CEGEP) level in Quebec. The speed with which electronic technology is affecting personal financial management is accelerating. There is a growing need for skills in decision making and in citizen participation and a growing concern for responsible management of natural, human, and material resources. There is a need to structure and establish a sound discipline that is universally appropriate. In conclusion the statement issued by the Council of Europe in 1972 and quoted in a British investigation into consumer education in secondary schools seems appropriate: consumer education involves "the development of an awareness and critical attitude," without which "man's poise and capacity for happiness are at stake" (National Consumer Council, 1983). ●

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Textile Comfort in the Home

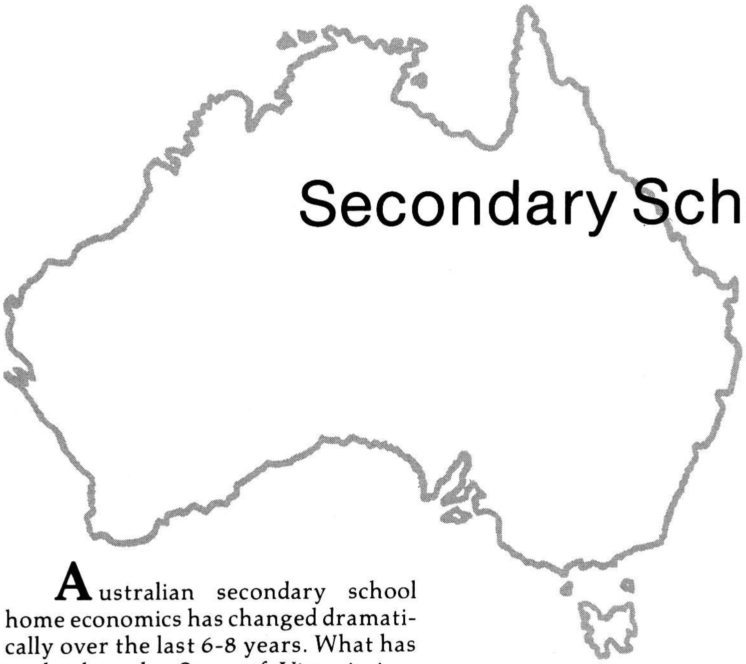
(continued from page 143)

vapor form to move through the fabric. Absorbency, bacterial growth, frictional behavior and electrostatic propensity are all dependent in some way on the molecular structure of the fibre, the synthetics in general being less absorbent, more resistant to microbiological degradation, and more prone to the generation of shocks than natural ones. Friction, of importance in the skin-cloth contact influencing tactile comfort, is also highly dependent on cloth construction parameters and on the finishes applied to the textile material.

It would obviously be impossible to carry out a survey of comfort in the home without mentioning the problems involved in the application of color to fibres. The permanence of a dyestuff is a result of the security of its attachment to the textile substrate, and its ability to withstand the degradative actions of abrasion or chemical activity, but is also governed by its molecular stability in the presence of light, air, and other environmental agents of destruction. The subject is too complex to permit more than a passing mention in a short review of this kind, but the choice of dyestuff to give a reasonably permanent color is a highly skilled practice. A given shade can be produced in many different ways, by combining various examples of a multitude of dyestuffs, and the actual selection of the individual compounds to be used must take into account the fibre content of the substrate, the end-use of the article, and the expected conditions to which it will be subjected.

Conclusion

Thus, the wise use of textile products in the home can enhance the comfort level of the occupants immensely. From the basic survival needs of warmth or cooling ability to the comfort of space which is very pleasant to occupy, the textile industry provides a wide selection of goods. These can be used to assist every householder in the important aim of making the home a more comfortable place, physically, physiologically or psychologically, in which to live. ●



Secondary School Home Economics Down Under

Beverly R. Dixon and Gary D. Bouma

Australian secondary school home economics has changed dramatically over the last 6-8 years. What has evolved in the State of Victoria is a trend setting program that is gaining respect and attention within Australia and around the world. While there are appreciable differences among the home economics programs in the several states of Australia, a description of the home economics program in the State of Victoria will provide a good sense of content and level of Australian programs.

The school system in Australia is divided into a 6-3-3 sequence with six years of elementary, three of junior school and three of secondary school. Until recently, grade eleven was the "school-leaving" grade for those not continuing their education. All curricula through grade eleven is school-based, and all assessment is carried on by each school. Introduction of management concepts and family and human development concepts into home economics programs is increasing.

At grade twelve, a marked change occurs. All curricula are externally set and most of the assessment in each subject is by external examinations. Grade twelve is similar to the English A-Level examination. Successful students are awarded the *Higher School Certificate* (the HSC). Students who leave before completing HSC may be given a Leaving Certificate. Grade twelve is usually referred to as HSC year. What does HSC involve? How does home economics fit into the system?

The HSC System

Students doing HSC year usually select five (four is the minimum and few take more than seven) subjects of which one must be English. Each subject has a panel of examiners who prepare the external examination and supervise its grading. The examinations are held at the end of the school year in centres throughout the State. Most examinations last 2½ hours and comprise both multiple choice and essay questions. Essay questions are read by two teachers in the field and are read by a third in the event of disagreement. When the grading is completed, every student in the State is rank ordered in each subject and overall.

In the HSC system each student competes with each other for placement. The pressure is very high because one's HSC result is used as **the basis** for admission to universities, colleges, and technical institutes.

The major screening of students occurs at the end of grade twelve. Whereas in North America it is common for many students to be admitted to university or college with the view

Abstract

Secondary school home economics is part of a complex *Higher School Certificate* (HSC) program in the State of Victoria in Australia. The HSC is characterized by externally set curriculum, externally set examinations, and consensus moderation across the State. Since 1976, home economics has been a part of the HSC system. A course entitled "Home Economics: Human Development and Society" has been developed. The consequences of the introduction of this increasingly popular course can be seen not only in its influence on lower school home economics programs but also in the changing perceptions of home economics held by others. In Australia the terms family management, child development, and nutrition have become synonymous with the concept home economics.

Résumé

L'économie familiale à l'école secondaire fait partie d'un programme complexe, le "Higher School Certificate" (HSC) dans l'état de Victoria en Australie. Le HSC se caractérise par ses programmes d'études et ses examens qui sont fixés à l'extérieur et par sa direction par consensus de partout dans l'état. L'économie familiale fait partie du système HSC depuis 1976. Un cours intitulé "Home Economics: Human Development and Society" ("L'économie familiale: L'épanouissement humain et la société") a été développé. Les conséquences de l'introduction de ce cours, qui jouit d'une popularité toujours croissante, sont en évidence non seulement en raison de l'influence qu'il exerce sur les programmes d'économie familiale à l'école élémentaire mais aussi en raison des modifications continuelles apportées à la façon dont les conseils universitaires et la communauté en général perçoivent l'économie familiale. En Australie, les termes 'gestion familiale, développement de l'enfant et alimentation' sont devenus synonymes de l'économie familiale.

to fairly drastic drop-out after first or second year; in Australia, few students drop out once they have gained places at university or college. Much of an Australian student's future depends on the result obtained on the HSC examinations. Due to the harsh penalties for re-sitting HSC, there are no practicable second chances. The pressure is great and year twelve is dreaded by students and parents alike.

And yet the system is not without merit. Teachers and year twelve students become allies with their wits pitted against those of the external examiners. The *old boy's network* or other systems of *connections* cannot be the means of entry into coveted programs. Scores are what count. For example, an HSC result of 295 means, in 1984, that you will get an offer of a place in home economics. An HSC result of 194 means you will not.

Cut-off scores for tertiary programs vary from year to year as the number of applicants change and as quotas for departments change. The federal government controls the size of various tertiary departments by controlling funding. Hence home economics at Victoria College may find that one year it is permitted to enrol 100 first year students; the next year the figure may be 85 or 125.

Home Economics in the HSC System

Home economics was accredited as a subject for HSC in 1976. The standards for accreditation are rigorous and not all subjects are successful in obtaining accreditation. Accreditation is the first mark of wider acceptance, the second is the number and kind of tertiary programs which recommend the subject for their applicants. Recently a variety of programs have recommended year twelve home economics — medicine, social work, nursing, police training, and kindergarten teacher training programs.

Home economics at the grade twelve level goes under the unwieldy title of *Home Economics: Human Development and Society.* The course is comprised of four compulsory, externally examined modules, complimented with a choice of two out of a selection of ten optional, teacher examined modules. These modules are listed in Table 1.

Table 1
Modules for Home Economics: Human Development and Society

Compulsory Modules

- Biological aspects of growth and development throughout the life span
- Nutrition, growth and development — a life span approach
- Socialization of children within the family
- Family resource management

Optional Modules

- Social aspects of food
- The family in society
- Independent investigation
- Cognitive development in children
- Family health
- Housing
- Food management
- Conserving food resources
- Advanced nutrition
- Consumer resource management

Home Economics: Human Development and Society (HE: HDS) is a challenge to the teacher as well as the student. Guidelines are given only in the form of broad generalizations. For example, the teacher handbook states in part about module four the following:

> MODULE FOUR: *Family Resource Management*
>
> 4.1 Motivations for Management
>
> Needs and values provide fundamental and persistent motivations for behaviour, including managerial behaviour. A relatively stable value orientation develops through experience giving direction to behaviour. Discussion and reflective thinking can be used to improve goal definition and selection of priorities for individuals and families. Values may be realised through the attainment of goals, they may be changed with the attainment of goals. One value can lead to different goals and one goal can reflect several values. Human development and life cycle transitions, including family life cycle transitions, bring change and therefore possible conflict in values and goals. The process of management becomes a rational way of dealing with change. Flexibility in goals and standards facilitates adjustment to change.
>
> Guiding objectives
>
> 4.1.1 Discuss the relationship between needs, values and managerial behaviour.
>
> 4.1.2 Show by example how discussion and reflective thinking (e.g. clarification of values) may help people
> a. set goals and goal priorities
> b. allocate resources for the achievement of goals.
>
> 4.1.3 Given a hypothetical situation, identify and analyse the needs, goals, values and standards indicated, from the point of view of the participant.
>
> 4.1.4 Discuss the proposition that
> a. growth and development and life cycle transitions, including family life cycle transitions, tend to bring changes and therefore possible conflicts in values, goals and standards, requiring resolution by new decisions, new modes of behaviour.
> b. flexibility in goals and standards facilitates smooth adjustment to change.

While some have found teaching to such generalizations somewhat daunting, most teachers have welcomed the opportunity to teach a course which integrates a breadth of material. Many have attended workshops to learn new skills and approaches. The result has been raised professional self-esteem and a new excitement among teachers of home economics.

The new enthusiasm of home economics teachers and the acceptance of the course in the wider academic community is reflected in the course's increasing popularity. The number of students taking the HE: HDS examination in the State of Victoria has increased from 588 in 1976 to 3879 in 1983.

The growth in popularity of HE: HDS is a credit to the course designers who recognized and responded to the need for a grade twelve course rele-

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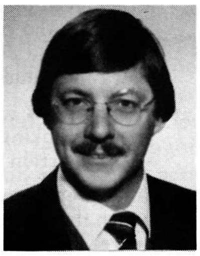

vant to student needs and interests and to the teachers, especially some of the older ones, who found themselves faced with the challenge of teaching (for an external exam) a course with content initially quite unfamiliar to them. No texts are prescribed although many use *Human Development and Society: A Lifecycle Approach to Home Economics* (Dixon & Bouma, 1980).

The grade twelve home economics course focusses around three broad learning areas: knowledge, intellectual skills, and attitudes and values. The official government guidelines elaborate as follows:

> **Knowledge.** Students should acquire an understanding of basic concepts relating to
>
> - a field of human nutrition
> - human development with emphasis on physiological and sociological aspects
> - management in relation to human needs.
>
> **Intellectual Skills.** Students should develop the ability to
>
> - define and describe the essential characteristics that distinguish each concept in the course, exemplify the concept, and relate it to other concepts
> - seek and interpret information and think critically in the assessment and application of the information
> - develop generalisations which may provide insight in dealing with new situations
> - make defensible, responsible decisions
> - communicate effectively with others
> - present information in appropriate oral, written, graphic or statistical form.
>
> **Attitudes and Values.** Students should develop
>
> - an appreciation of the importance of using evidence and critical thinking in the formation of generalisations
> - an appreciation of the importance of informed and critical thinking as a basis for the development of attitudes and values
> - a willingness to use informed and critical thinking as a basis for decision and action
> - an appreciation of the manner in which the mastery of skills allows a degree of independence in the solution of problems.

The examination which the students sit at the end of the academic year attempts to test for each of these learnings. Knowledge as evidenced by critical thinking is highly valued by examiners. The exam is set by a panel of experts, often people involved in tertiary home economics. No one teaching the subject can be on the exam committee and a great deal of secrecy surrounds the exam-setting exercise.

The HE: HDS exam lasts 2½ hours and is comprised of 20 compulsory multiple choice items and six essay questions, three of which must be selected. A portion of the 1983 exam is given in Table 2.

Students have done well even though HE: HDS cannot be said to be an *easy* subject. There are no easy HSC subjects. Only 2% of those sitting the HE: HDS examination in 1983 received the grade of A while 15% of those sitting physics did.

Table 2
Selection of Items from 1983 Exam

Multiple Choice

- Question 1, Item 1
  Normal sexual development in the male during puberty depends upon
  A. maturation of the pituitary gland.
  B. cyclic delivery of sex hormones.
  C. high testosterone levels in early childhood.
  D. a decrease in the secretion of oestrogen.

- Question 1, Item 12
  Sex-role socialization begins
  A. at birth.
  B. by the time a child is two.
  C. on starting school.
  D. at adolescence.

Essay

- Question 2
  a. Briefly explain why eating a wide variety of foods daily is a way of ensuring adequate nutrition.
  b. It has been suggested that the degree of variety of foods in a family's diet is related to its level of resources. Describe a way of testing the relationship. Include
     i. definition of terms
     ii. data-gathering techniques
     iii. sampling procedure.

- Question 4
  The Russells and Caseys live next-door to one another in a Melbourne suburb. The Russell family consists of David (35), Alicia (35) and Sean (16). The Casey family consists of Martin (36), Sue (34) and Amanda (3). David, Alicia and Martin work full-time, Sue is at home with Amanda. Sean attends the local high-school.
  a. Compare and contrast 'typical' daily socialization experiences of Sean Russell with those of Amanda Casey.
  b. Choose four (4) family functions and describe how the two families might differ in the ways these functions are carried out.

Effects of the HSC System on Home Economics

The flow-on effects are positive. Home economics teachers with grade ten and eleven classes are moving away from straight cookery classes and running courses which lead logically to the grade twelve course. Remember that all curriculum save the grade twelve curriculum is school based. Throughout the State of Victoria emphasis on family management is strong. As a result of being a major High School Certificate course, the status of home economics has improved. And, as various tertiary planners come to value the content of the HE: HDS course and require or recommend it for entry into their programs, the community-wide perception of home economics becomes more appropriate.

The tertiary programs in home economics also benefit. By making HE: HDS a recommended prerequisite, they get a more informed student, one less likely to withdraw because s/he "thought I'd get to cook a lot." Management, family theory, child development, and nutrition become terms synonymous with home economics. Nine-tenths of first year students in home economics at Victoria College in 1984 had taken HE: HDS and were motivated by the course to pursue home economics at tertiary level. Such students come with realistic expectations and excellent preparation for the course.

Certainly the Australian *Higher School Certificate* system is not without its flaws. But home economics has managed to use the system to its advantage and evolve a well-respected, rigorous, yet student-popular course. ●

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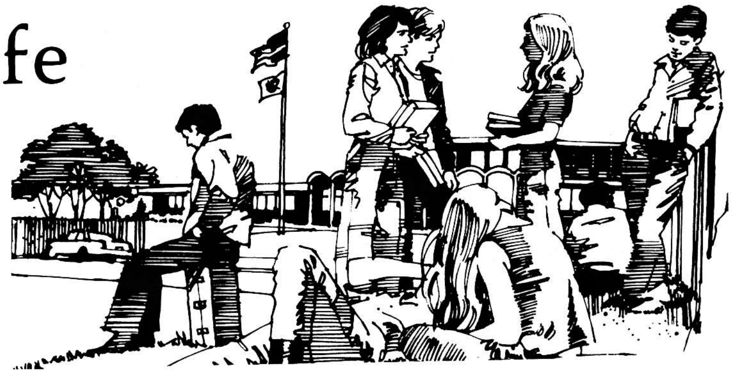
Knowing Daily Life



a reaction to the challenges of *Education for the Future Family*

Carol L. McLean and Linda J. Peterat

Abstract

New direction for family studies education calls for increasing emphasis on critical and interpretive knowledge. This challenge has implications for our traditional approaches to curriculum development and our ways of viewing educational content and processes. This article calls for recognition of the social and educational factors which perpetuate technical approaches in education, for the need to revise our own perspective of families within critical and interpretive modes, and for the need to clarify the role of family studies within general education.

Résumé

Une nouvelle orientation dans le domaine éducationnel des études de la famille insiste de plus en plus sur les connaissances critiques et interprétatives. Ce défi agit sur nos façons traditionnelles d'aborder le développement du programme d'études et d'envisager la matière et le processus éducationnels. Cet article veut faire reconnaître les facteurs socio-éducationnels en jeu qui perpétuent le cadre technique en éducation. Le besoin de réviser notre propre position sur la famille dans un cadre critique et interprétatif ainsi que la nécessité de clarifier le rôle des études de la famille dans le contexte de l'éducation générale sont également signalés.

School systems across the nation are reassessing their goals, in a planning effort directed to the future. Likewise, home economics is urged to engage in a reflective process of examining its nature as a discipline and its contribution to the education of students. *Education for the Future Family* by Shapka and Harrison (1984) is a refreshing attempt to outline support for and propose priorities in family studies education. In the past decade, we have had too few thoughtful attempts to articulate educational purposes for family studies. The Shapka and Harrison article is indicative of the current search across Canada for new directions, and we share with them the desire to strengthen family studies within a holistic and interpretive scientific mode. However, to do so will require courageous ambition and thoughtful initiatives. It is on this point that the challenges are profound and demanding.

We have previously outlined (Peterat & McLean, 1982) the essential components of a curriculum rationale and emphasized the need to make explicit the implicit beliefs behind the language and expression of our curriculum goals, objectives, and topics. Our concerns with the Shapka and Harrison article relate to contradictions between their various assumptions. Thus, we call for critical, reflective deliberation about our intents in family studies education. We hope to advance this deliberation through seeking clarity about three areas of concern.

- Our first concern focusses on the educational frame in which we are situated and on the technical, instrumental impulses which emanate from this frame. We suggest that if we are to embrace the holistic and interpretive mode of inquiry urged by Shapka and Harrison, we need to recognize and work within the highly technological milieu of daily life into which we are attempting to insert a counter-realm of experience and meaning — the family.
- Our second concern focusses on the essential nature of family studies (home economics) as a subject area. Is it a profession, an integrated field, a multi-disciplinary conglomerate? Does it offer a distinctly different or unique form of knowledge?
- Our third concern, while relating to the first, specifically addresses our position within either vocational or general education. This educational debate requires new priorities for themes in family studies.

Present or Future Orientation

Shapka and Harrison remind us of our concern for the future of families. Unfortunately, too often our fervor about the future has been linked with the reformist mission of home economics and has contributed to shaping our thoughts and actions in a technical/instrumental mode. The natural impulse and urgency to know and control the future, has maintained our curriculum planning approaches and language. While the future of our students is our ultimate concern, the interpretive mode of inquiry, by definition, establishes the grounds of knowledge in the immediate daily life of persons. Brown (1980) states that "when education is viewed as reconstruction of present experience instead of preparation for the future, the student is better able to direct his/her own life in the future" (p. 113). Thus the present is paramount, not because of an interest in coping and adapting, but because of experiences with the lived present. Life in families is a present as well as future reality/experience. Our interest in family studies education is in improving the quality of present **and** future family life. The interpretive inquiry mode encour-

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ages us to recognize the ways in which the past and future are already present, by viewing ourselves as knowledge constructors and as historical beings in families and society.

As we consider directions for educational programs, we need to clarify our understanding of the temporal nature of our own being. By accepting the reformist mission of improving the quality of people's daily lives, we undertake the essentially moral and ethical action of changing people. Through the nature of the relationship between student and teacher, the ethical and moral defensibility of our action is decided. The most justifiable relationship is described by Brown (1980) as "subject to subject" and is based on the pedagogy advanced by Paulo Freire (1970), adapted by Ira Shor (1980). Based on authentic dialogue between students and teacher, themes (topics) will stem from the present life-world of students. It requires an open-ended relationship and a delight in risk and adventure. Interpretive science offers possibilities for understanding our subject area — the daily life experiences of families. It moves from a base of individual experience, through exploration of language, temporal and spatial dimensions, to conceptualizing or abstracting levels. Learners discover their own knowledge. Such a relationship is counter to teachers' deciding what topics will be taught and teaching them.

When education is viewed as reconstruction of present experience instead of preparation for the future, the student is better able to direct his/her own life in the future.

— *Marjorie Brown, 1980*

Family Studies as a Subject Area

In the past, family studies curriculum has been formulated according to views of what family studies is. It has been viewed as applied science, homemaking, human development, management, or inductive reasoning (East, 1980). More recently, Brown (1980) has cast it as a practical science, focussing on the problems of the family as a family. In this view, family studies integrates knowledge from many disciplines and, while maintaining a central view of a desirable state for families, acts in a way fundamentally philosophic, concerned with "what should be done" about family problems. This broad scope of the discipline is a perennial problem of the field. While it is often impossible for teachers to be masters of many disciplines, the desirability of a broad, general knowledge in many fields is evident.

Our uniqueness as home economics educators lies in our focus on the family as a family, and in the way we study the family. Almost like family life itself, family studies defies definition. We more likely know what it isn't, according to how we know our material world. This is the challenge as we move toward interpretive inquiry. Our interest is based in the lived world of experience in and of families. The possibilities for renewal of family studies, as we see it, is as an interpretive and critical discipline. We see its essence in experience, in life, in process, in processes which we have too often converted into sterile content, alienating students from the life which we are trying to enrich.

Early education in stress management, child care, family relations, and life skills deserves an important place in the curriculum. However, the list of topics which Shapka and Harrison suggest as necessary in family studies courses are limiting and incongruent with the excellent goals they present for the program. Critical awareness of the relationships among the political, economic, technological, and social impacts on the family require broader statements of topics. The holistic and interpretive mode of inquiry will not be served and the relationships will not be understood by using a piece-meal, specialist approach to concerns such as single-parent families, adolescent suicides, etc. An objective, scientific approach to studying phenomena which impact on the family undermines the integrative, holistic perspective of home economics necessary to help students deal with problems as they live them. The problems are not single-parent families or adolescent suicides, but rather, the factors which create these situations. Home economics/family studies programs must make sense of the vast pool of knowledge and experience students have. The argument for the inclusion of home economics in secondary school curricula lies in its ability to be integrative. Life does not come segmented into disciplinary categories — home economics can help students interpret and integrate the learning experiences presented.

Adoption of Brown's (1980) emphasis about the problems of the family as a family would alter the programs we presently know and work with. Because of past curriculum trends, our programs have been divided into subspecialties of clothing and textiles, foods and nutrition, housing, finance management, etc. If we see family studies as an integrative discipline, these many specialties will have decreased in emphasis in our programming. They will not be eliminated, but neither will they constitute entire courses.

Educators are constantly challenged with two questions: what does this subject area contribute to the education of students which cannot be learned in the family? What does this subject area contribute which is not learned in other subjects? In response to the first, we have difficulty justifying devoting considerable time at both junior and senior levels to the techniques of food preparation or clothing construction. To the second question, we can adequately respond that no other subject devotes its total deliberation to the perennial practical problems of a family as a family.

Vocational or General Education?

A central issue for family studies, is whether a rationale and philosophy can be appropriately formulated in terms of the contribution to vocational or general education. This dual stream educational system is currently criticized for the classism it perpetuates (Shor, 1980; Brown, 1980). That is, vocational education has primarily served to direct students of working class families into working class jobs. In addition, family studies has traditionally been stereotyped as a course for females, more likely destined to be homemakers than professionals. Family studies needs to be examined in terms of its classist and sexist base, recognizing how this relates to the general or vocational educational

frame. While vocational education itself is currently undergoing some reconceptualization, "as long as family studies interprets as occupational training, or training for employability, the purposes, the processes and content of the two are categorically different" (Brown, 1980, p. 131). Shapka and Harrison do not draw this distinction and choose to rationalize family studies in relation to employability which is fundamentally in contradiction to the family as an area worthy of study unto itself.

If we are to embrace family studies within an interpretive critical mode of inquiry, our deliberations may permit us to unite the vocational/general education split. Critical inquiry encourages us to explore the social and historical factors which have shaped families, the roles and power structures within them, and our expectations and realizations in interpersonal relations. Within the interpretive and critical modes of inquiry, our questions, lessons, and learning focus on experience and meaning both personally and socially. The split between theory and practice, thinking and doing, must be united in our deliberations about families. We do, after all, intend to develop people capable of thought-full action in families.

Conclusion

In conclusion, let us suggest where our current knowledge appears to lead. A holistic understanding of the family necessitates that our deliberations entail certain dimensions. As Shapka and Harrison outline, dimensions necessary to understand the family require attention to historical and social contexts, cultural differences, multi-disciplinary perspectives, and the interactive nature of the family itself. To develop a critical understanding of the family, attention must also be directed to the socio-cultural influences which impact on the family and on the potential influence of the family on society. From within such frames of understanding, new themes emerge. Adding microtopics such as single-parent families, adolescent suicides, or child and family abuse to curriculum plans risks diminishing the profoundly altered approaches we wish to advance. The meaning-constructing activity which interpretive inquiry implies will be derived from themes which are large — work, economics, gender relations, generational relations — with awareness that learning is never constituted by the theme (topic) itself but occurs with the opportunity to develop connections (meaning) between self and ideas through dialogue.

Furthering interpretive and critical inquiry in family studies has implications for our language and thoughts in curriculum. Our traditional planning modes and talk of goals, objectives, and topics stemming from technological modes of thinking, need to be reconceptualized to be consistent with an interpretive mode. What does it mean to engage in authentic interpretive inquiry? Despite our struggles with and formulations of newly worded intentions, we lapse into old and restraining modes when we choose and list more topics to be priorized within curriculum plans. The demands are neither simple nor direct. If we seriously claim our future within interpretive and critical modes of inquiry, our task will require thoughtful and tentative new starts. We propose moving into realms of knowledge which demand creative leaps beyond which our history or our economic/social milieu direct us. And yet, if we are to claim an interest in support of families, we must do no less. ●

To develop a critical understanding of the family, attention must . . . be directed to the socio-cultural influences which impact on the family and on the potential influence of the family on society.

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Pause and Reflect *(continued from page 140)*

Fields of occupation open at that time were teaching, hospital work, institutional management, and extension work.

Summary

The *Proceedings* of the Lake Placid Conferences give us insights into the role and contributions of some Canadians concerned with the development of a field about the daily lives of people. They also give us a written record of views about the development of home economics and a better understanding of its life line along with some reasons why home economics has evolved as it is today.

Many of the issues which the founders and participants had at heart are still with us. We are challenged to understand what was, in order to see what is and what our future should be.

From the idea and through the history of the movement, out of which home economics was formally organized; the field continues to be concerned with daily life and the individual and family in their near environment. The Lake Placid Conferences remind us again of the beginnings. And the 75th anniversary of AHEA is another kind of beginning which gives us an opportunity to pause; to celebrate; and again go about the business of building a strong foundation on which a mature profession depends. ●

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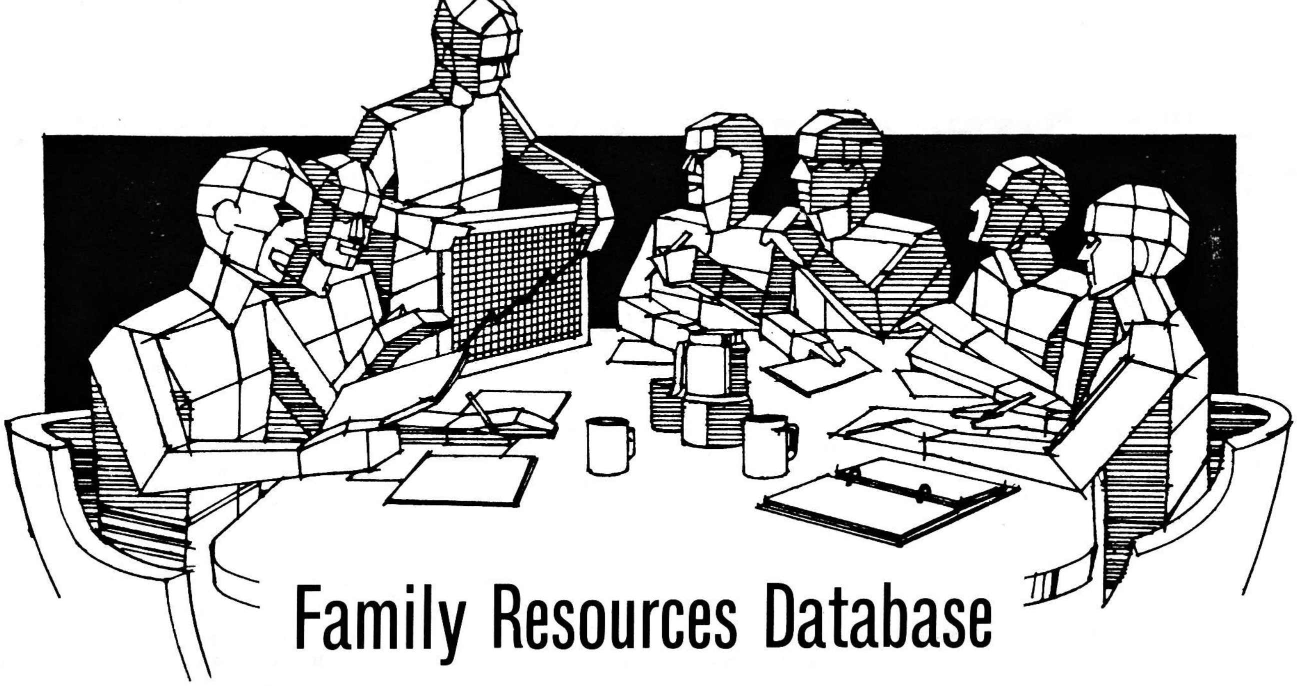


Family Resources Database

A System Design to Meet Information Needs in an Emerging Discipline

Margaret J. Bodley

Résumé

Le Family Resources Database rend accessible son recueil de renseignements en littérature, programmes et services de la famille et domaines connexes. Plus de 130 sujets comblent les lacunes qui existent parmi les sciences de la santé, la psychologie, la sociologie, l'éducation et autres disciplines. Le Database comprend deux parties: (1) Centre familial de ressources et de consultation du National Council on Family Relocations et (2) le Projet de l'inventaire de la littérature de la famille et du mariage, Université du Minnesota, qui a répertorié des articles d'environ 1,000 revues (à partir de 1973 jusqu'à présent). Le Database est mis à jour mensuellement et est accessible par l'entremise de la majorité des bibliothèques universitaires, les grands centres médicaux, les hôpitaux et les opérateurs et opératrices amateurs d'ordinateurs partout dans le monde. Parmi les grandes catégories de sujets traités dans ces deux projets sont compris: directions et changements dans le cadre du mariage et de la famille; organisations et services aux familles; relations au sein de la famille; sélection d'un/une conjoint/e; mariage et divorce; questions se rapportant à la reproduction; comportement et attitudes sexuels; familles ayant des problèmes particuliers; consultation, thérapie et éducation; groupes minoritaires; et assistance disponible en théorie et recherche.

Abstract

The Family Resources Database provides access to the core collection of information covering the literature, programs and services of the family and allied fields. Over 130 subject areas bridge information gaps among health sciences, psychology, sociology, education and other disciplines. The Database consists of two parts: (1) The National Council on Family Relations' Family Resource and Referral Center and (2) the Inventory of Marriage and Family Literature Project, University of Minnesota which has indexed journal articles (1973-present) from approximately 1,000 journals. The Database is updated monthly and is accessible through most university libraries, large medical centres, hospitals, and personal computer users throughout the world. Broad subject categories covered by both projects include: trends and change in marriage and family; organizations and services to families; family relationships; mate selection; marriage and divorce; issues related to reproduction; sexual attitudes and behavior; families with special problems; counselling, therapy, and education; minority groups; and aids for theory and research.

The Family Resources Database is produced by the National Council on Family Relations' (NCFR) Family Resource and Referral Center (FRRC), Minneapolis. The NCFR, which began in 1938, is an international, interdisciplinary professional organization dedicated to the strengthening of marriage and the family. NCFR members make contributions to research, education, applied fields, e.g., therapy/counselling as well as in programs and services within the family field.

The NCFR publishes three quarterly journals: the *Journal of Marriage and the Family, Family Relations: Journal of Applied Family and Child Studies,* and *Journal of Family History*. Other publications include a quarterly newsletter, the *NCFR Report*, and a series entitled the NCFR-Sage Book Series. The NCFR along with the American Association for Marriage and Family Therapy, Family Service America, and the American Home Economics Association publish the *COFO Memo* which monitors Washington trends that affect families.

Margaret J. Bodley is Director, Family Resource and Referral Center, National Council on Family Relations. Her professional responsibilities are to develop an information system to meet the demand for family-related information. She is the contact person to respond to NCFR mail and telephone calls requesting information about famology. Her address is 1219 University Ave. SE, Minneapolis, MN, 55414.

In 1979 the NCFR created an information division, the FRRC. The FRRC is the information management centre for the parent organization and is responsible for identifying and disseminating information generated by family specialists working in the area of marriage and the family. The Center's primary objective is dissemination of family-related resources via the online Family Resources Database. The database became publicly available through Bibliographic Retrieval Services (BRS) on June 1, 1981 and Lockheed's Dialog system on December 1, 1983.

File Description[1]

The Family Resources Database holds over 52,000 citations covering the core collection of the international literature, programs and services related to marriage and the family and allied fields. These citations draw from many fields including: education, psychology, sociology, health sciences, anthropology, economics, theology, law, home economics, social work, and communication.

Thousands of individuals, organizations, and publishers are contacted for information each year in order to provide comprehensive coverage of the field. Over 1,000 periodicals are scanned for the same purpose.

The database consists of two parts:

1. The NCFR's Family Resource and Referral Center selects entries from the various resource types such as:

- books/monographs
- audiovisuals, audio-cassettes, video-cassettes, and tapes
- family study centres, research centres, community resource centres
- newsletters, periodicals
- government publications, reports (evaluation and study reports, surveys and statistical reports, syntheses, interpretations, summaries, research and technical reports)
- organizations
- instructional materials (curriculum guides, teacher guides, student guides, classroom materials, lesson plans, units of study, instructional packages)
- dissertations
- programs (model programs, projects, installations, innovative practices, product development, implementation and dissemination reports)
- conference proceedings
- human resource bank (family specialists willing to be contacted by the general public)
- idea bank (work-in-progress)

Informative and non-evaluative abstracts are prepared for many of the documents. Each entry is coded by subject, cross-referenced — if necessary — and classified by type. Some resources are coded for the intended audience. Updates are scheduled monthly for this part of the database. A printed version of this part of the file will be available in the future, but a date has not been set.

2. The Inventory of Marriage and Family Literature Project, University of Minnesota, indexes journal articles (1973-present) from approximately 1,000 journals. Each entry is classified by subject corresponding to the printed *Inventory of Marriage and Family Literature*, edited by David H. Olson. Schedules are updated fall, winter, and spring.

The burgeoning field of marriage and the family coupled with the exploding information world offers an exciting future...

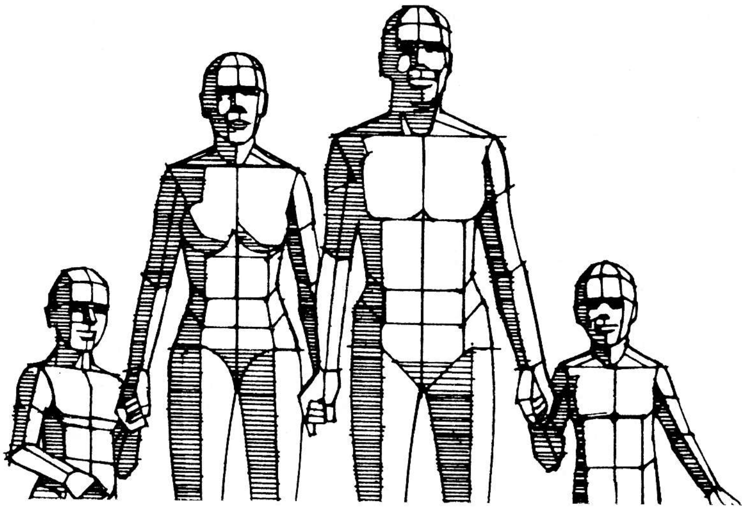
The majority of citations are in the English language. Citations in other languages are identified by the standard BRS language abbreviations and are searchable in the language (LG) paragraph. All labels are searchable except the price (PR) label. No document should be accepted for inclusion in the database unless it is publicly available. The source (SO) label identifies the primary source to contact for document. The distributor (DI) label will be listed for audiovisuals or cassettes if the distributor is different from the source.

The search label for the Family Resources Database is NCFR. Communication carriers for the database are Telenet, Tymnet, and Uninet. There are no restrictions and tapes are available for lease by contacting the NCFR. Search aids are available from BRS and Dialog. The current (US) price for accessing the Family Resources Database is $25.00 (US) per connect hour; $.20 (US) per citation online with free access to the AN (accession number), TI (Title), and DE (descriptors-FC); and $.15 (US) per citation for offline printing. SDI's (selective dissemination of information) are $1.00 (US) each.

Sources of information in the family field are not covered comprehensively in other databases. For example, ERIC, which indexes social science information, covers only a small percentage of the core of family-related resources.

Unique Aspects

The variety of resources covered in the Family Resources Database is unique. The great assortment of publications or other non-print types which make up this database reflect the broad range of activities within the field. The resource types offered through the database reflect the information needs of user groups and target audiences. Because the database reflects the family field in its entirety — from research to applied — it is difficult to compare it



[1]All references to retrieval systems in this article refer to the BRS system.

with other databases which reflect only specific types of information, (i.e., journal articles or books). The Family Resources Database has some information for almost any interest within the field.

The purpose of the system design of the Family Resources Database is to create a system which will meet diverse needs within and outside the field. This system provides access from researcher to researcher — a horizontal communication network — or a vertical communication network from researcher to educator or other interested group. It is hoped that this process of information exchange will encourage communication between and among the various special interest groups. By providing an agent to foster information exchange, the Family Resources Database plays a vital role among the social and medical sciences. Another unique feature of the database is the Human Resource Bank. Although the database is primarily bibliographic, it also contains biographic information of family specialists worldwide who are willing to be contacted by the general public regarding their specialty(ies). A broad range of disciplines and professions are represented in this file; among them are psychologists, counsellors/therapists, educators, researchers, health professionals. The publication type code is (HR).

The Family Resources Database's Idea Bank is unique since it monitors not only current work but also work planned and ideas which have not been formalized. The purpose of including this type of information is to provide access quickly to a primary source so that exchange of ideas may take place before duplication occurs. This quick and easy access may also encourage networking and other forms of cooperative effort.

Subjects Covered

The subject codes do not cover **all** terms found in the family field and are only a guide to information in this discipline. New terms appear frequently and are immediately incorporated into the system. At the same time, old terms disappear from usage and are only found in older data. A thesaurus of terms is being developed at the FRRC to use in searching the Family Resources Database. Those interested in receiving an announcement when the thesaurus becomes available should contact the NCFR. Unfortunately, the online service became available before the thesaurus was completed. The thesaurus terms will become the descriptor (DE) terms for the online service.

The subject categories used are given in Table 1.

Table 1
National Council on Family Relations Family Resources Database Subject Categories

Codes	Subject Categories
I.	Trends and Change in Marriage and Family
II.	Organizations and Services to Families
III.	Family Relationships and Dynamics
IV.	Mate Selection
V.	Marriage and Divorce
VI.	Issues Related to Reproduction
VII.	Sexual Attitudes and Behavior
VIII.	Families with Special Problems
IX.A.	Psychology and Sociology
IX.B.	Family Counseling and Education
X.	Minority Groups
XI.	Aids for Theory and Research

Sources. Resources selected for inclusion in the Family Resources Database are drawn from the publications of thousands of organizations, research centres, community centres, family study centres, publishers, producers, projects, and programs. A list of periodicals indexed for the database may be found in each volume of the *Inventory of Marriage and Family Literature.*

Source material for this database is international in scope. Domestic sources include national, regional, state, and local levels. The NCFR in-house manual files were the primary source material for the historic database (first of the tapes produced) along with journal articles from 1973-present. The networking system established at the NCFR over the years continues to be a rich source of current information.

Record Content. Out of a total of 26 paragraph labels offered by the BRS system, 23 are operational in the Family Resources Database. The record content varies with the specific publication types except for journal articles which are set.

Availability

The Family Resources Database is presently available in libraries, medical centres and hospitals on the BRS system in North America, Europe, and Japan. It is also available on the new microcomputer service designed for personal computer owners called BRS After/Dark. Libraries worldwide will carry the Family Resources Database as file No. 291 on the Dialog system as of December 1, 1983.

The Future

The burgeoning field of marriage and the family coupled with the exploding information world offers an exciting future for the Family Resources Database. Both the database and its user numbers have grown every year. The Family Resources Database provides a unique service by filling information gaps among social science and medically related databases. The current holdings of over 52,000 citations with approximately 10,000 added each year represents the largest collection of family-related information in the world. •

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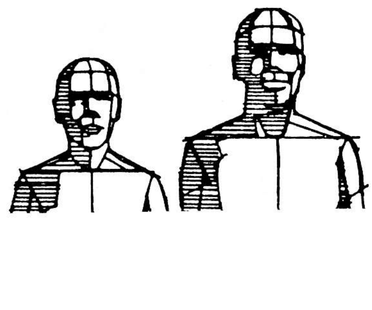

What do you say when . . .?

Michelle Marcotte

What do you say when you are confronted with poor home canning practices?

Agriculture Canada has been providing scientifically tested, safe methods for preserving fruits and vegetables for more than 60 years, yet home economists are still confronted by consumers who use poor home canning practices.

Perhaps this is because home economists and government publications are not the most often used sources of information (Agriculture Canada, 1981; Loewen, McDaniel, Diamant, & Berg, 1981). Occasionally, poor methods are disseminated by the mass media. Poor canning practices often result in spoilage, meaning wasted time, energy, and food for the consumer accompanied by the risk of foodborne illness (Marcotte, 1979).

It is difficult to persuade people to change long-standing methods of preserving food. Counteracting a poor practice once it has been publicized by the mass media is equally difficult. Knowledgeable home economists should quickly contact the media and be ready to supply reliable information for a follow-up article to help correct poor practices. It is the opinion of legal counsel with the Department of Justice Canada that the media might be held liable for providing unsafe food preservation methods in cases of consumer illness (W.P. Bryson, personal communication, March 1984).

Today's consumers and journalists will want to know the reasons behind the methods you advise. Here are some of the poor home canning practices and misconceptions identified by Agriculture Canada (1981) and from the over 5,000 inquiries Food Advisory Division receives annually from food professionals and consumers. McDaniel et al. (1981) also outlined several potentially dangerous canning practices from their survey of home canners in Manitoba.

Poor Practice: *Processing vegetables, meat, fish, or poultry in a boiling water bath*

The major food poisoning micro-organisms of concern to food preservers, *C. botulinum*, *B. cereus*, and *C. perfringens* are not destroyed by processing in the boiling water bath. The jars will likely seal and the resulting vacuum sealed jars will then provide the ideal low acid medium for the growth of these micro-organisms. In addition, other food spoilage organisms may also survive the process. Outgrowth of spoilage organisms, including toxin production may not be readily determined by changes in appearance or odor.

Home preservers using this method are playing the odds. They might cause serious illness or waste their efforts preserving food by risking spoilage.

Poor Practice: *Processing jars of food in the oven or microwave oven*

Oven canning has resurfaced again. Some consumers believe that by setting the oven at a high temperature the food in jars will reach the same temperature as in the pressure canner. This is not correct as the temperature inside the jar will not rise much higher than 100°C (212°F), the boiling point of the liquid in the jars.

Everything said about processing low-acid foods (vegetables and meats) in the boiling water bath is also true for oven canning since the food reaches the same temperature. Since the high temperature and dry heat in the oven creates unequal pressure between the jar and oven, this method has the added danger of causing burns and cuts when jars explode in the oven or as the door is opened.

Poor Practice: *Open-kettle canning*

Aside from being totally inadequate to destroy spoilage bacteria in foods, the open-kettle method by which foods are cooked in a large pot, poured into jars, then sealed with no further processing allows for contamination by a multitude of spoilage bacteria, molds, and yeasts as the food is transferred to the jar. This method presents the most potential for food spoilage as it is the least adequate process commonly used by home canners.

Occasionally the method is modified by the addition of a small amount of an acidulant such as vinegar. The amount recommended in this method is usually inadequate, as are most methods given in the popular literature or by word of mouth. For acidulation to be effective in preventing the growth of bacteria, the product would have to be pickled using at least 50% vinegar in the brine — finished pH below 4.6 and an acetic acid level in the brine of at least 0.7% (Thomassen & Nath, 1978).

Open-kettle canning is used for jams and jellies, but the high sugar content and resulting low availability of water inhibits bacterial growth. Surface spoilage by mold is sometimes still a problem when the sealing technique is poor.

Michelle Marcotte graduated from the University of Waterloo with a BA(Hons) in 1977 and works as a food consultant with the Food Advisory Division of Agriculture Canada. She is currently on leave.

A regular column by the *CHEA Foods and Nutrition Committee* to assist home economists in combatting food misinformation. Edited by **Marjorie Schurman**.

Poor Practice: *No addition of citric acid or reconstituted lemon juice to tomatoes*

A review of tomato pH in Canada confirmed that either citric acid or reconstituted lemon juice must be added to tomatoes if they are to be safely processed in a boiling water bath. Several factors, such as rise in pH as the season progresses and rise in pH as tomatoes ripen, could contribute to possible pH higher than 4.6 in home canned tomatoes with the resulting possible outgrowth of spoilage bacteria including *C. botulinum* (Marcotte, 1980). Since few tomato canners follow this method it appears that consumers are either uninformed or unconcerned about the potential hazard (McDaniel et al., 1981).

Approach acidulation questions by discussing which acid to add, **not** whether or not to add acid. Advise consumers that citric acid, a naturally occurring acid in tomatoes, is the first choice. It is available in drug stores. Reconstituted lemon juice may also be used; it is readily available, but the flavor is distinctive. Fresh lemon juice varies in acidity and is not acceptable. Add 1 mL citric acid or 15 mL reconstituted lemon juice to small (500 mL) jars. Add 2 mL citric acid or 30 mL reconstituted lemon juice to medium (1 L) jars.

Misconception: *Home canning is economical — it saves money*

Studies (Drew & Rhee, 1980; Johnson, 1975; Klippstein, 1980) indicate that home food preservation might not save money, particularly when equipment and food purchasing costs are considered. To cost home canning and freezing, the Food Advisory Division of Agriculture Canada is monitoring retail food prices at various types of outlets, measuring energy use, and determining the cost of equipment and supplies. The experimental data will be compared to commercially processed products. The results will be available in 1985.

Misconception: *No one gets sick from home-canned food*

This comment is very difficult to counter. Dr. Andreas Hauschild, chairman of the Botulism Reference Centre, Microbial Hazards Bureau, Health and Welfare Canada cannot figure out why we do not have at least two outbreaks of botulism per year as is the case in the United States. In the past 10 years in Canada, there has only been one case of botulism from home-canned food (corn, open-kettle canned, type A botulism in British Columbia, 1983). He theorized that home-canned meat has not caused more cases of botulism because *C. botulinum* spores are scarce in meat from Canadian sources — 0.1-1 spore per kilogram meat according to Hauschild and Hilsheimer (1980, 1983). In addition, there may be some protective effect if the jars are stored in a cold storage area, at 10°C or lower (A. Hauschild, personal communication, March 1984).

However, the spores are not known to be scarce in vegetables, wild game meats, fish, or shellfish. The hazard is reduced by boiling these products for 10 minutes before eating, as is always recommended.

There are many home canners producing improperly processed jars and cans of food. Statistically speaking, the time is ripe. Any jar or can of improperly home-canned meat, fish, or vegetables — perhaps the next one to be eaten — could make headlines as an outbreak of botulism.

For tested, safe, and practical methods of home canning, obtain a copy of *Canning Canadian Fruits and Vegetables* (Agriculture Canada publication 1560, 1983) from provincial home economists or by writing Communications Branch, Agriculture Canada, Ottawa K1A 0C7. The Food Advisory Division recommends freezing food rather than canning food whenever possible. •

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Programmes d'études supérieures Département de nutrition

Université de Montréal

Estelle Mongeau

Le Département de nutrition offre trois programmes d'études supérieures:

- une maîtrise professionnelle (MSc professionnelle) destinée au perfectionnement des diététistes. Celle-ci a pour but de permettre à l'étudiant d'accroître sa compétence professionnelle et ainsi de contribuer plus efficacement à améliorer l'état nutritionnel de la population;
- une maîtrise de recherche (MSc recherche) qui s'adresse aux détenteurs d'un BSc en nutrition ou dans l'une ou l'autre des disciplines connexes — biologie, biochimie, physiologie, sciences de la santé. Ce programme permet au candidat d'approfondir ses connaissances en nutrition humaine et de s'initier à la recherche;
- un doctorat (PhD). Sont éligibles à ce programme les détenteurs d'une maîtrise (MSc) en nutrition ou dans une discipline qui y est reliée. Son but est de former des chercheurs en nutrition humaine.

Le tableau suivant résume les conditions d'admission, la durée et certaines caractéristiques de ces programmes.

Tableau 1

	MSc professionnelle	MSc recherche	PhD
Durée minimale	3 trimestres	3 trimestres	6 trimestres
Inscription	plein temps ou demi-temps	plein temps	plein temps
Autres conditions	Comprendre le français et pouvoir s'exprimer convenablement dans cette langue		
Nombre de crédits	30 cr. cours 15 cr. travaux dirigés	39 cr. recherche 6 cr. cours 3 cr. séminaires	84 cr. recherche 6 cr. séminaires
Orientations	1 nutrition des bien-portants (communautaire) 2 nutrition clinique 3 gestion des services d'alimentation	1 nutrition 2 chimie alimentaire 3 gestion des services d'alimentation	nutrition
Frais de scolarité[1]	$185/ trimestre	$185/ trimestre	$185/ trimestre

[1]S'applique aux citoyens canadiens et aux immigrants reçus pour l'année 1983-84.

Le Département compte présentement 17 professeurs dont la majorité sont actifs en recherche et une trentaine d'étudiants dans ses trois programmes d'études supérieures. Les recherches en cours se rattachent à plusieurs aspects de la nutrition humaine:

- nutrition expérimentale (chez l'animal) — métabolisme des lipides au niveau du foie, cholestase expérimentale, effets du vieillissement sur les enzymes hépatiques; développement du tissu adipeux.
- nutrition clinique (chez l'humain) — métabolisme énergétique, protéique et fonctions hormonales dans l'obésité, le diabète, l'anorexie nerveuse; cholestase chez le nouveau-né; évaluation nutritionnelle de divers types de malades; facteurs d'adhésion à un régime thérapeutique.
- nutrition appliquée — nutrition et activité physique; alimentation des personnes âgées; consommation de sodium dans une population normale; comportement alimentaire et motifs de choix d'aliments; seuils gustatifs dans la population normale et chez certains malades; facteurs toxiques dans l'alimentation humaine.

Un nombre restreint de recherches sont aussi effectuées dans les domaines de la chimie des aliments (analyse de composantes alimentaires par spectrophotométrie à l'infrarouge; produits d'oxydation des graisses alimentaires) et de la gestion de services d'alimentation (informatisation du système de gestion des services d'alimentation des centres d'accueil).

Part of a continuing series about graduate study in home economics and related areas in Canada.

Le Département dispose de locaux et d'équipement modernes, ayant emménagé il y a moins de 3 ans dans un nouveau pavillon (Pavillon Liliane de Stewart). De par son affiliation à la Faculté de médecine, il collabore aussi avec les professeurs et chercheurs oeuvrant dans le réseau de centres hospitaliers et de centres de recherche affiliés à la Faculté. Il a accès en particulier à l'Unité métabolique de l'Hôpital Notre-Dame qui est sous la responsabilité du directeur du Département, le docteur Eugenio Rasio. Plusieurs professeurs chercheurs rattachés à d'autres départements de la Faculté de médecine sont autorisés à diriger des candidats à la maîtrise ou au doctorat en nutrition et participent à l'enseignement de 2ième et de 3ième cycle au Département de nutrition.

Comme l'Université n'octroie qu'un nombre limité de bourses, en encourage fortement les candidats à postuler une bourse d'un organisme extérieur (e.g. CRM, CRSNG, FCAC). Dans certains cas, ces bourses doivent être demandées de 6 à 10 mois avant la date prévue pour le début du programme: il est donc important que les candidats éventuels s'informent tôt des conditions pour participer à ces concours. Les candidats inscrits au Département de nutrition sont aussi éligibles à trois bourses variant de $1,000 à $2,500 décernées annuellement parmi les étudiants de 2ième et 3ième cycles.

Les dates limites d'inscription sont fixées au 1er mars pour inscription en septembre (et en mai dans le cas de MSc recherche et du PhD) et au 1er novembre pour débuter en janvier. •

On peut obtenir des renseignements sur ces programmes ainsi que des formulaires d'inscription en s'adressant à: Dr Estelle Mongeau, Responsable des programmes d'études supérieures, Département de nutrition, Université de Montréal, CP 6128, Montréal, PQ H3C 3J7 Tél.: (514) 343-6548 ou (514) 343-6398.

Graduate Studies Department of Nutrition

University of Montreal

Three graduate programs are offered:

- a professional master's program (MSc professionnelle) intended for dietitians. It develops increased professional competency, enabling more effective contribution to the nutritional health of the population;
- a research-oriented master's program (MSc recherche), open to those holding a BSc degree in nutrition or a related science. This program improves knowledge in nutrition and introduces research methodology;
- a doctorate (PhD) program for those holding a master's degree in nutrition or a related science. Its aim is to train research scientists.

The table presented in the French version of this text outlines the main features of these programs. As indicated, a basic knowledge of French is essential. Students whose previous education has been in English are authorized to write their thesis in English. An opportunity to take French courses is available.

The Department of Nutrition has 17 staff members, most of them active in research, and some 30 graduate students. Current research projects deal with several aspects of human nutrition:

- experimental nutrition (studies in animals) — lipid metabolism in the liver, experimental cholestasis, influence of aging on hepatic enzymes, development of adipose tissue;
- clinical nutrition (studies in the human) — energy and protein metabolism and hormonal function in obesity, diabetes, anorexia nervosa; cholestasis in the newborn; evaluation of nutritional status in various disease states; factors affecting adherence to diets;
- applied nutrition (in the human) — nutrition and physical activity, nutrition of the aging, sodium consumption in a normal population, food behavior and motivations for food choices, taste thresholds in normal individuals and in people suffering from certain diseases, toxic factors in human diet.

A few studies are also carried out in food chemistry (analysis of food components by infra-red spectrophotometry, oxidation products of dietary fats) and in food services administration (computer use in management systems of institutional food services).

The Department of Nutrition has modern facilities and equipment and has been housed in a new pavillion since 1981. It has access to facilities located in Notre-Dame Hospital, one of the centres affiliated with the Faculty of Medicine, and specifically to the metabolic unit, under the responsibility of Dr. Eugenio Rasio, the director of the Department. Members of other departments (medicine, pediatrics) participate in the courses offered to graduate students and are authorized to supervise their research.

Since only a limited number of scholarships are available from the University (most for PhD students), candidates are encouraged to apply for a scholarship from an outside organization. In certain cases, applications have to be submitted from 6-10 months before studies begin. Candidates in the Department of Nutrition are also eligible for three awards of $1,000-$2,500 granted each year to its graduate students.

Applications for admission must be submitted before March 1 for admission in September (May in the case of MSc research and PhD programs) or before November 1 for admission in January. •

For further information and application forms contact: Dr Estelle Mongeau, Co-ordinator of Graduate Programs, Département de Nutrition, Université de Montréal, CP 6128, Montréal, PQ H3C 3Y7

On the Job

Profile of a Home Economist with CUSO

Marian Anne Mucha

Marian Anne Mucha (extreme left) with a group of vegetable farmers in Tuaran, Sabah.

The past 1½ years in Sabah, Malaysia have been rewarding — not only in terms of my job as a home economics extension officer, but in terms of personal life satisfaction. CUSO is a private international development agency, that sends qualified professionals to developing nations in response to specific job requests. Two years ago, I found myself at a career crossroad, and the idea of an overseas CUSO posting began to materialize. Eight months after submitting an application to the local CUSO office on the University of Alberta campus, I was on my way. I had my choice of three possible postings: extension officer in Sabah, as a home economics teacher in Sierra Leone, and as a women's program officer in Nigeria. Malaysia sounded most appealing in terms of the job and living situation.

I left for Kuala Lumpur in January 1982 amidst farewells from friends and warnings from family to be wary of the Borneo headhunters. After five weeks of Malay language training, I arrived in the state of Sabah. My particular job posting required a qualified and experienced home economist to carry out teaching duties and to survey and improve existing home economics extension programs. My past teaching experience proved very useful; teaching in Malay was enough challenge in itself without the added frustration of being an inexperienced teacher.

My first five months were spent teaching in an agricultural institute located in a remote, but very beautiful part of the state. I taught nutrition and food preparation to third year female students; additionally, I assisted with supervision of the field experience for third year extension students. In August 1982, I was transferred to Tuaran, a small town near the capital city, Kota Kinabalu. I am presently attached to the extension section of the agriculture department.

My duties have encompassed a variety of activities: teaching refresher courses to staff, designing and carrying out a nutrition survey of some 180 households in eighteen rural villages (kampungs), and being official photographer for department extension projects. Additional pet projects include encouraging greater consumer awareness and interest in good nutrition. I do not work directly with the kampung folk, but have had many opportunities during my nutrition survey and staff projects to visit, meet, and talk with the village people.

My present major project is a statewide evaluation of home economics extension services. Eighteen districts in Sabah, a total of 290 rural kampungs with an estimated 1050 respondents will be surveyed. My task is to organize and co-ordinate the survey and once all the completed forms are returned, I will analyze the results and report the findings to the agriculture department.

I have acquired much more than job experience from my two years here: the chance to live in a totally new culture where in some villages non-local or European persons are seldom seen and I am an item of interest, the chance to live in a year-round summer climate where snow is unknown, and the chance to taste exotic fruits — like the prized durian — are unwritten benefits. Additionally, I have the opportunity to spend holidays visiting places like Thailand, Indonesia, and the Philippines. I have had the opportunity to learn how to cook breadfruit, coconut, banana flowers and even a pretty tasty Malay curry!

Home economics graduates are needed in overseas positions, especially in the areas of education and nutrition. An adventurous spirit, flexibility, and adaptability are essential qualities. These qualities, coupled with an ability to work independently and with a minimum of supervision are necessary for a rewarding overseas assignment.

By the way, Borneo headhunters disappeared nearly a century ago! •

Marian Anne Mucha obtained a BSc (HEc) from the University of Alberta in 1974 and a Professional Diploma After Degree (PD/AD) in 1975. After teaching home economics she returned to university and completed a Master's degree in Clothing, Textiles, and Related Arts at Virginia Polytechnic Institute and State University in 1980. She returned to Alberta and in January 1982 began the two-year CUSO posting.

SOFT DRINKS. THE HARD FACTS.

It's a fact that soft drinks are a part of everyone's lifestyle. So you may want to know what's in them.

To give you and the people you counsel the opportunity to become more familiar with the hard facts about soft drinks, the Canadian Soft Drink Association has put together a booklet called, "The Facts About Soft Drinks". We are also producing an educational film about soft drinks (available in the Fall).

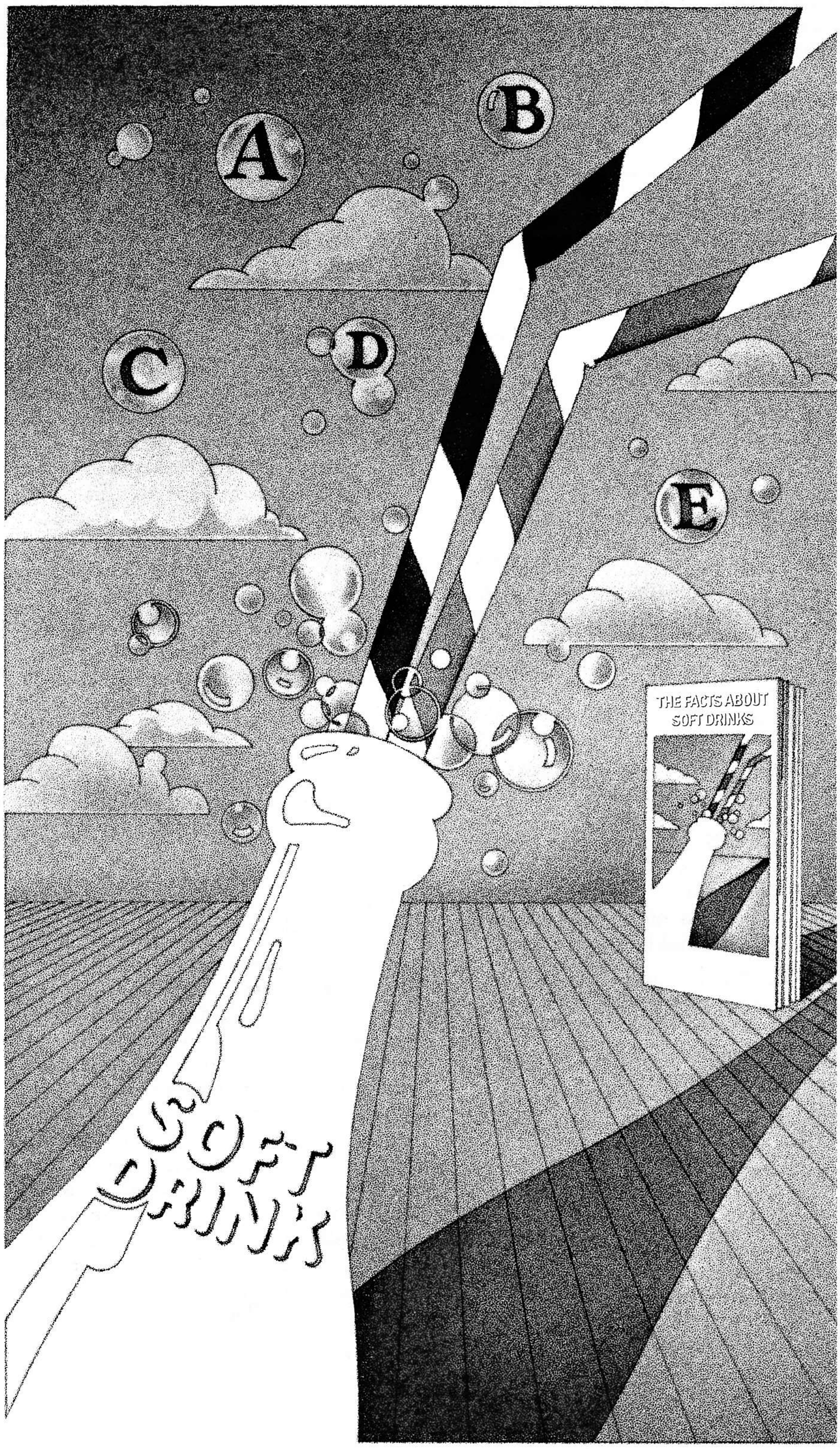
These materials do not suggest that soft drinks are a substitute for proper nutrition, they simply describe what they're made of, how they're produced, their history, their diet implications and other important facts... and, remind you that this refreshing taste treat—like any good thing—should be taken in moderation within the context of a well-balanced diet.

We also have available a poster and brochure on the proper care and handling of glass bottles.

The booklet, poster and brochure are free for the asking and if you are interested in the film, just drop us a line.

We'd like to give you the hard facts about soft drinks.

Canadian Soft Drink
Association,
5th Floor,
443 University
Avenue, Toronto,
Ontario M5G 1T8



SOFT DRINKS. ONE OF LIFE'S LITTLE PLEASURES.

Abstracts of Current Literature

Submitted by

Department of Food, Nutrition Consumer and Family Studies

Ryerson Polytechnical Institute

Childhood obesity: Susceptibility, cause and management

W.H. Dietz
Journal of Pediatrics, 1983, *103*, 676-686

W.H. Dietz, an eminent researcher in the area of childhood obesity, has written a comprehensive review of the topic covering diagnosis, biochemical characteristics of obesity, various environmental factors associated with the disease, and treatment. In spite of a variety of techniques available for diagnosis, visual assessment remains the pediatrician's best means of diagnosing obesity.

Several theories exist to explain differences in metabolic rates which may account for causes of obesity. These include differences in the response of obese individuals to carbohydrates or cold and exercise. However, the causes are more likely to be environmental than physiological. The most important environmental determinant of obesity is the family; the risks are highest when both parents are obese and lowest when neither is obese. This risk applies to both biologic and adopted children. Treatment is most successful when a family-oriented approach is used with responsibility being shared for obesity as well as weight reduction. The author suggests that it may be possible to identify the necessary family interaction for successful management which will improve compliance in the future.

Rena Mendelson, MS, DSc

Ingredient Technology

Institute of Food Technology
Food Technology, 1984, *38*(1), 51-83

This report is based on papers presented during the 1982 Institute of Food Technology short course, Ingredient Technology that was held in Las Vegas. As the origin and nature of food supplies is increasingly farther from the average consumer's control, short courses such as this make an important contribution to professional knowledge concerning relevant issues about food. All those working in nutrition and dietetics, as well as those doing food product development and consumer service work need an efficient source of up-to-date information about food issues as they relate to current food industry practise. One must be aware of what is going on before one can make changes whether on the basis of nutritional benefit or consumer use of food products.

The opportunity to attend such a short course is exciting — it provides a confrontation with the leaders in the food industry who are responsible for the policies of large corporate food suppliers. Even to read their perspectives in a journal is an opportunity to reflect on one's position regarding food issues, new food ingredients, and industry practise. On top of this, reading the papers from the course is an efficient source of accurate information. This is a "must read" for all those interested in food and nutrition in any professional sense!

This report focusses on food fortification, fiber ingredients, color ingredients, and flavor ingredients and is an opportunity to take off "blinkers" and develop a balanced point of view about the use of these categories of food. Too many of us refuse to recognize the place of many of these ingredients even though we are among the consumers who purchase them.

The papers may be read in *Food Technology* or purchased as a separate publication for $10.00 (U.S. funds) from: *Institute of Food Technologists*, 221 N. LaSalle Street, Chicago, Il 60601.

Anne Selby, PhD

Life sacrifice and home purchase decision

T.F. Hinckle and E.R. Combs
Housing and Society, 1983, *10*(1), 1-10

Home ownership is considered to be a "standard component of the *American dream*" but recent home buyers may have to make many sacrifices to acquire a home. The authors of this paper have analyzed lifestyle sacrifices reported by 152 recent home buyers in a Spring 1982 survey in a midwest U.S. community. About two-thirds of the respondents indicated sacrifices in the areas of entertainment, use of leisure time, and the taking of vacations. The largest proportion felt that the sacrifices were medium for entertainment and use of leisure time.

An analysis of the response category "large sacrifice" showed that not being able to take a vacation was indicated by more people than was any other type mentioned. Between 50 and 60% indicated that they were making sacrifices in the areas of food, clothing, and transportation. About 25% of these were making medium to large sacrifices in the purchase of clothing and transportation, while somewhat fewer (18.5%) made medium to large sacrifices in the purchase of food. Approximately 20% noted making sacrifices in medical care, but the extent of such sacrifices was generally small. Less than 20% said that they were making sacrifices in the desired size of family. However, over 9% rated the sacrifice medium to large.

The results of the survey showed that the purchase of a home altered the lifestyle of the households, particularly the types of expenditures made with discretionary income. The extent of the sacrifice was found to be greater for younger home buyers, for buyers with lower incomes, and for those purchasing a first home.

Carol Taylor, MSc

Obesity in children and adolescents: Understanding and treating the problem.

G. Zakus
Social Work in Health Care, 1983, *8*(2), 11-16

Social, cultural, familial, and psychological factors are often critical to the understanding of the complex problems of childhood obesity. To many, being overweight indicates lack of willpower with connotations of being lazy, bad, and ugly. Discrimination against obese children does exist and eventually may be internalized by the recipients with resultant low self-esteem. Six hundred subjects, aged 10-12 years, ranked pictures of children with a variety of visible physical handicaps. Almost all the subjects placed the obese child in the last position, as being the least preferred. On projective testing, 100 obese female adolescents when compared to 65 non-obese controls were found to have psychological traits similar to those of ethnic and racial minorities in regard to expectations of rejection. In comparing 120 obese children with 120 who were non-obese, it was found that the self-concept aspect of emotional adjustment was poorer for the obese group. Psychological testing of 88 obese girls compared with 42 normal weight girls — obese subjects showed unusual narcissism, social anxiety, behavioral immaturity, depression, were less imaginative and ambitious in their life goals and seemed to live within a pattern of ego restriction. In another experiment obese girls were found to view control of their lives determined by luck, fate, or other people rather than as the result of their own behavior or decisions; the girls were depressed, evidenced by low self-worth and they described feeling hopeless, helpless, and isolated. Many fat people have been found to eat according to internal psychological cues such as anxiety, depression, and rage.

V. Caplan

Interim report on a study of the impact of potential free trade in textiles and clothing between Canada and the United States

Textile and Clothing Board
Ottawa: December 1983

Responses to the Textile and Clothing Board's task of examining the economic impact of potential and mutual removal of tariff and non-tariff barriers to trade between Canada and the U.S. for textile and clothing products are outlined. Canadian producers perceive free trade as an advantage because of access to a much larger population base with slightly greater disposable income. On the other hand, less unionization and lower wages in the southern U.S., upward fluctuations in the Canadian dollar relative to the U.S. dollar, lower building and financing costs, and lower transportation costs for raw materials in the southern U.S. are seen as problems.

If a free trade should ensue, there would be no need for licencing arrangements — a condition that could jeopardize Canadian manufacturers who hold licence arrangements with U.S. companies. It would also be necessary to unify existing labelling and flammability regulations.

Canadian producers are handicapped by not having many differentiated products or product lines. Overcoming this lack would require enormous marketing, design and industry effort and consequent need of government assistance. In addition, a transition period of 3-15 years would be needed to permit Canadian firms to adjust. To permit a more competitive climate, Canadian firms recommend opening the U.S. borders to Canadian goods several years before the Canadian borders are opened to U.S. products.

For retailers and consumers, free trade could mean greater choice and competitive prices. The final report will be issued April 1984.

Patricia Jensen, MSc

Competition in the U.S. apparel import market

R. Dardis and J. Sul
Home Economics Research Journal, 1983, *12*(2), 237-248

The purpose of this study was to examine shifts in market share held by five exporting regions in the U.S. apparel import market. U.S. Bureau of Census data for 1967-1977 was used and future shifts were projected for 1987 and 2000, using Markov Analysis. The five exporting regions were the Far East (Hong Kong, Taiwan, Korea and People's Republic of China), Japan, Western Europe (Canada is included), Eastern Europe, and ROW (rest of the world).

For five of the six men's wear categories, growth in the Far East market share has been dramatic since 1967. This dominant position is expected to stabilize by 1987. Eastern Europe is projected to dominate the knit shirt category (the only sector showing a decline in Far East activity). Market shares for Japan and Western Europe, while strong in the 1960s, have tapered to minimum levels, reflecting the competitive wage rates now offered by developing countries.

The actual and projected market shares for the women's apparel import market show a steady growth period for Far East imports for the 1967-1977 period in five of six categories. This growth paralleled significant decreases in import market shares held by Japan and Western Europe. In the case of foundation garments, the dominant market share was and continues to be held by ROW.

The authors are careful to point out that these projections will hold only if economic and political forces remain unchanged. They expect to see some shifts within the Far East block as other countries develop. For Canadian exporters wishing to gain a foothold in the U.S. apparel market, the picture does not look promising.

Patricia Jensen, MSc

NOTICE TO AUTHORS

Effective with the Winter 1985 issue of the *Canadian Home Economics Journal* (Volume 35, No. 1), the third edition of the *Publication Manual* of the American Psychological Association, will be used as the major style guide for the *Journal*. It replaces the second edition that is currently used.

The revision that will have greatest impact is a modification in the manner of citing references (Section 3.101).

The new edition contains an expanded section on writing style and grammar (Section 2), a new section on writing abstracts (Section 1.07), and a more detailed index. Authors will find the "Manuscript Checklist" printed on the inside of the front and back covers useful when reviewing a manuscript prior to submission. ●

Collecting Costume: The Care and Display of Clothes and Accessories by *Naomi Tarrant*. London: George Allen and Unwin, 1983, 146 pages; cloth $15.50.

This easily read, little handbook is an excellent introduction to the intrigues of collecting costume and textiles. Though the book is written for the novice collector, the author has included practical advice for all who treasure historic costume.

A review of the survival rates of various textile products concludes with a discussion of the availability and likely cost of acquiring items. Storage, handling, conservation, and repair of textile articles are briefly reviewed. A short description of identification, dating, and display techniques is included. The author recognizes that museums and collectors have limited space, often less than adequate facilities, and usually limited financial resources. Therefore her discussion includes a number of cost saving and simple solutions to the challenges. Though not lavishly illustrated, clear black and white photographs show garment construction, display techniques, and individual garment details.

Lastly, the author includes a concise description of major museums, libraries, archives, and societies that have good costume information. The focus is upon sources in Great Britain, though a few other European and North American references are mentioned. This section would be of interest to anyone studying costume as sufficient detail and advice is given to make it useful as a practical guide for a study trip to Great Britain.

This concise guide book portrays Tarrant's love and lasting respect for historic costume. She recommends a conservative and practical approach to display, conservation, and repair. Always conscious of the long-term effect upon the textile product, Tarrant argues for protecting the artifact and choosing safe display techniques. For example, although she does not favor wearing valuable pieces, she recognizes that they are worn and gives practical guidelines for protecting the costume while being worn by live models.

I recommend this book to all who collect and treasure historic costume. The practical and inexpensive advice, as well as the common sense approach, makes this book a valuable reference.

Reviewed by:
Peggy Tyrchniewicz, MSc
Associate Professor
University of Manitoba
Winnipeg, Manitoba

Nutrition Update, Volume I edited by *Jean Weininger and George M. Briggs*. Somerset: John Wiley, 1983, 386 pages; $32.50 (U.S.).

This collection of articles is intended to assist health professionals, home economists, and nutrition practitioners to keep informed about the latest developments and controversies in human nutrition and to provide a readable source of reliable nutrition information for lay people. It is organized into four sections: "Issues in Nutrition," "Update on Nutrients," "Nutrition in the Life Cycle," and "Nutrition Policy and Food Advertising."

While each section contains several chapters, they are not all of equal value in providing new material or new approaches to the subjects addressed. The chapters covering dietary sodium and hypertension, dietary fibre in human nutrition, and the role of nutrition in the onset and treatment of metabolic bone disease are worthwhile for their practical, well-organized, in-depth content.

The most important chapters are those relating to nutrition policy. They review the developments that have led to changes in U.S. nutrition policy decisions, the recommendations that have resulted, and their likely effects. Included are two particularly useful tables that present various dietary recommendations together with areas of consensus and controversy.

Although the text refers to U.S. regulations and dietary allowances, the conclusions drawn in most articles are applicable to the Canadian situation.

This book would serve to augment current periodical review by professionals and students. However, as many chapters require background in nutrition in order to interpret and evaluate the technical discussions, it cannot be recommended for the layman.

Reviewed by:
Kathleen R. Harrison, BHEc, MSc, RD
Consultant in community nutrition
Winnipeg, Manitoba

Urban Indians: The Strangers in Canada's Cities by *Larry Krotz*, Edmonton: Hurtig Publishers, 1980, 157 pages; paperback $9.95.

This book contains a series of short stories about Indians and their lives in cities. The author also tells the stories of non-native people who meet Indians in their homes, on the street, and in offices. Three major western Canadian cities — Edmonton, Regina, and Winnipeg — provide the settings for the stories.

The author has used a reporter style to present the stories of Indians and non-native people. These people have stories to be told and the author tells them in a non-biased, straightforward manner. A series of vivid photographs, taken by John Paskievich, that depict native life in both city and reservation settings enhance the mood created by the stories.

This book is excellent reading material for anyone interested in Canada's native people. It will arouse an increased sensitivity to and understanding of Canada's native people, *the strangers in our cities.*

Reviewed by:
D. Tegart
4th year student, Faculty of Education
University of Manitoba
Winnipeg, Manitoba

Publications from Nutrition Information Service. Toronto: Ryerson Polytechnical Institute Library Publications, 1982.

- **A Directory of Canadian Organizations Involved in Food and Nutrition** compiled by *Jo Anne Sakura, Nancy Plaatjes, and Kathleen Jorden*, 306 pages; $10.95 ($10.00 prepaid).

The Nutrition Information Service, a section of the Ryerson Library, has responded to the need for a food and nutrition directory of national scope. Its purpose is to improve access to information in the area of food and nutrition with the belief that this is a major step in facilitating preventative health programs. To prepare the *Directory* a questionnaire was sent to Canadian organizations involved in food and nutrition. The list of organizations contacted was compiled using the Nutrition Information Service's files, related directories, referrals, journals, and books. The responses were categorized according to the type of organization.

The *Directory* is divided into two parts. Part one classifies over 350 organizations into nine categories (sections). Section one, for example, includes community, consumer, health, and development agencies; section two lists consultants and private practitioners; section three consists of education and research institutions. Part two lists the organizations alphabetically. Included are address, purposes, and activities of the organization; publications issued or distributed; sources of funding; and geographical area served. The name of the person to contact for further information is given.

The *Directory*, while not all-encompassing, includes both well-established and lesser-known agencies whose range of activities may include education, information, program delivery, research, medical, and social mandates.

The *Directory* is an excellent resource for anyone who is interested in learning what is being done in this field, who is doing it, and where and why it is being done. Another use that the editors may not have anticipated is as a valuable resource to use in a job search.

- **Infant Feeding: An Annotated Bibliography** compiled by *Christine Crowhurst and Bonnie Kumer*, 154 pages; $8.95 ($8.00 prepaid).

This publication is a bibliography of over 700 current references about infant feeding. The stated aim is to increase awareness of, and access to, information available on infant feeding practices and infant nutrition.

The *Bibliography* is divided into ten sections. For example: "Infant Feeding — General Information," "Breast Feeding," "Solid Foods," "Recipes." Two sections, "Infant Formula Use in Developing Countries" and "Nutrition of the Preterm and Low Birth Weight Infant," are included because, as the compilers suggest, these topics reflect a current concern. Some sections are divided into subsections. Entries are listed alphabetically by author and a well-organized table of contents aids in efficient use of the publication.

Most materials listed have been published since 1977. Those published before 1977 were included only if they were believed to accurately reflect current theory and practise. The references include books, pamphlets, periodical articles, and audio-visual aids. Source and cost is given for all items except periodical articles.

This publication is an excellent reference tool for parents, professionals, health workers, students, and others involved in caring for infants and young children.

- **Nutrition and Aging: A Selected Bibliography** compiled by *Barbara St. Clair and Sandra Wong*, 128 pages; $8.95 ($8.00 prepaid).

The number of Canadians over 65 years of age is steadily increasing. Our society is beginning to recognize and respond to the special needs of these persons. According to the 1972 Nutrition Canada Survey, Canadians over 65 exhibit the largest number of nutritional problems. This *Bibliography* addresses the needs of this group by providing references to information on nutritional and biological-related aspects of aging.

Between its covers, those interested in or working in the field of gerontology will find a major listing of current literature. Over 750 references, drawn from the years 1977 to 1981, are alphabetically listed in seven subject categories. Subsections provide easy access to specific subject areas. The source and price of non-periodical references are given. Entries include journal articles, books, pamphlets, related bibliographies, journals, and associations relating to nutrition and aging. All materials are annotated except journal articles — which, as the compilers state, have titles that are self-explanatory. Each part and subsection starts with a brief outline.

The table of contents provided is very specific, making the publication easy to use. The *Bibliography* is an excellent reference tool for nutritionists and other professionals working in the field, for students, and for lay persons interested in learning about the nutritional- and biological-related aspects of the elderly.

Reviewed by:
Linda Linnell, BHEcol
Winnipeg, Manitoba

Decisions for Independent Living by *V. Marie Caughey*. Peoria, IL: Bennett, 1982, 248 pages; paperback $5.84.

The book, *Decisions for Independent Living*, is a realistic look at what situations will be faced by young people as they move out into the world on their own. The book analyses a variety of decisions from making choices in accommodations and financial planning to being a resourceful consumer.

Geared toward the senior high school level student, this book presents a clear, concise, and carefully organized examination of relevant topics for independent living. Some positive attributes are amusing and creative illustrations, important points that are well defined, and step-by-step, easy-to-understand instructions. Teachers should be pleased with the variety and relevance of the post-tests, which carefully review and reinforce the concepts covered in each section.

The drawbacks of *Decisions for Independent Living* come from its U.S. origin. Although it gives and uses metric measures correctly, it only uses "calories" to refer to food energy. In addition to this, the book only provides U.S. examples of tax forms, job application forms, and materials pertaining to the U.S. Banking System. Providing that the instructor clearly understands the difficulty in this content, I highly recommend this book for class use.

Reviewed by:
Alfreda DeMerchant, BSc (HEc) BEd
Junior high home economics teacher
Fredericton, New Brunswick

Child Safety Program

In December 1983, the Board of Directors of the Canadian Institute of Child Health ratified the Institute's Injury Prevention and Child Safety Program. Janet MacLachlan, MA, MHA, began work as program co-ordinator in September 1983. The overall goal of the program is to reduce the number of injuries to Canadian children and youth 18 years old and under. The general strategy of programming is one of co-operation with other concerned groups and individuals, mutual support of programs, and the development of specific projects. Projects in general involve both national and provincial groups in expanding safety awareness and injury prevention programs. CICH feels that it is also important to identify and recommend legislative changes and actions which will ultimately help to reduce injuries to young Canadians.

Source: *CICH Newsletter*, 1984, *6*(1).

Fiddleheads

Agricultural studies are now underway in New Brunswick to determine the viability of commercially producing fiddleheads. The fiddlehead, a form of ostrich fern, is currently collected in limited quantities. It is much sought after as a delicacy and grows wild on about 1,200 hectares, usually in swampy conditions on the banks of rivers.

All of the fiddleheads gathered in New Brunswick each spring find a ready market in Canada and the United States, either as a fresh produce or for freezing. Provincial officials are convinced that much more than the current annual harvest of 272,000 kg could be sold.

The problem with wild harvesting is the difficulty in reaching the total crop. As a result, only about 360 hectares are harvested. Horticultural experts want to examine the possibility of producing fiddlehead clones through tissue cultures and planting them in specially prepared soil. It is believed that the productive life of an ostrich fern plant is about 20 years, and 300,000 cultivated plants is considered the ultimate goal for the prospective project. Officials admit that finding a hospitable locale for cultivated fiddleheads would be difficult. The plants need good wind breaks and well-drained, sandy loam with a high organic content. They estimate that a year would be needed for soil preparation, followed by two years of cultivation before obtaining a first harvest.

Source: Porteous, J. Commercial harvesting of fiddleheads studied. *The Globe and Mail*, January 9, 1984, B3.

Institute Aids Obese from Across Canada

The Donwood Institute, known in North America for its drug and alcohol treatment program, as well as an out-patient weight loss program, is to apply its skills to treat overweight people from other parts of Canada.

Treating obese people is a greater problem than treating those who are trying to give up alcohol and drugs, said Patricia Kelly, department head in charge of the weight loss program. "Our clients have been using food for emotional reasons longer than alcoholics have been drinking," she said, "and their defence mechanisms are more deeply entrenched." An average 40% of Canadian adults are overweight and only 5% of people who lose weight keep it off, said Kelly. But she believes weight loss can be permanent if people deal with the underlying emotional reasons for overeating.

In the Donwood program a team of professionals, made up of a nutritionist, a nurse-counsellor, a stress and fitness expert, and a senior counsellor work with the dieters. The three-week residency program is intensive, with only weekends free. Participants stay in a hostel at the medical centre for $25 a night. The total cost of the three-week program, with a two-year follow-up by telephone and mail, is $1,500.

To achieve a healthy weight loss, participants, with the help of a nutritionist, are given individual meal plans with an energy content between 1,200 and 1,500 calories daily for women and 1,500 and 2,000 calories for men. The food plan follows the *Canada Food Guide* with emphasis on limited portions. It includes poultry, fish, and veal; but reduces fat and sugar. Much of the program time is spent in small groups where people discuss personal problems which lead to frustration and overeating.

Eventually, Patricia Kelly and Maureen Brine, the Director of Donwood Institute, would like to address the problems of overweight adolescents and hold similar programs for them during the summer school vacation.

Source: A *Canadian Press* dispatch from Toronto.

Augers

Hand powered augers available at hardware stores can be an inexpensive tool for unblocking clogged drains of the hair, grease, and peelings that can be a plague to household plumbing. Blockages in the main, 76-mm sewer line will likely require a 1.5 m or a 3.0 m auger equipped with a cutting wheel at a cost of $50-180. A 0.5–0.75 m auger costing $15-20 should be sufficient to deal with kitchen sink plumbing.

Reference: Fowlie, V. Twirling auger clears drain. *Winnipeg Free Press*, February 4, 1984.

Fish Consumption

The Department of Fisheries & Oceans has announced a new program aimed at enticing Canadians to eat more fish. Current per capita consumption is less than 6 kg annually. By comparison, Canadians consume 40 kg of beef, 28 kg of pork and 23 kg of poultry in a year.

Source: *Financial Post*, February 14, 1984.

Don't Let Buzz Words Confuse You

Microcomputers are being used by millions of people who previously knew very little about computers. One of the main reasons why microcomputers have been so successful is that you do not have to have a great deal of technical knowledge to be able to use them. However, you do need to understand the computer jargon, or at least some of the more common buzz words. Here is a list that covers most of the frequently used terms.

- *Accoustic Coupler* — a device which connects the computer to a telephone headset so that data can be transmitted by telephone line.
- *Bit* — the smallest unit of information stored in binary form as either "1" or "0" ("on" or "off").
- *Buffer* — a storage area where data is temporarily held until it can be processed.
- *Byte* — a group of "bits" that represent a character. In some machines a character is represented by a certain configuration of eight bits, and in other machines by 16 bits.
- *CP/M* — a popular type of operating system used for 8-bit microcomputers.
- *Cursor* — a small movable "blip" or pointer on a video display that indicates where the next input character will be located.
- *Daisy Wheel* — a type of printer in which a wheel with character images spins in front of the paper and is struck by a hammer when the desired character is in the proper position. Produces letter-quality printing.
- *Database System* — a comprehensive integrated collection of data which can be stored in multiple records and accessed randomly.
- *Diskette* — a small flexible magnetic disk for storing data, either 5¼ or 8 inches in size. Commonly referred to as a "floppy disk."
- *Dot Matrix* — a type of printer in which the character images are formed by dots. Used in faster, less expensive printers.
- *Double-density* — usually applies to floppy disks and means that twice as much data can be stored than on one with standard recording density.
- *DOS* — stands for Disk Operating System which makes heavy use of disk storage.
- *Function Key* — a specific key on a microcomputer keyboard which is used to carry out a special preprogrammed operation.
- *Hard Disk* — a data storage device consisting of a number of rigid non-removable magnetic disks. Can store considerably more data than a floppy disk and has faster processing speed.
- *Hardware* — the physical computer equipment.
- *Integrated Software* — a software package which can carry out several different types of applications (e.g. spreadsheet, database, word processing, and graphics).
- *Interface* — a fancy name for a device which connects computer equipment (e.g. a printer) to a computer.
- *K* — abbreviation for kilo, meaning thousand. In computer terminology, one kilobyte represents 1,024 bytes or characters but is commonly referred to as 1K. A computer with a stated memory size of 64K actually has a capacity of 65,536 bytes.
- *Megabyte* — in computerese, a megabyte is the square of a kilobyte and therefore a megabyte equals 1,048,576 bytes. Usually used to describe the large storage capacities of hard disk units.
- *Menu-driven* — a feature of some programs which allows the user to choose an action that the program will perform from a displayed list of choices (menu).
- *Microprocessor Chip* — a very small silicon chip, also called an integrated circuit, which contains an entire central processing unit of a microcomputer.
- *Modem* — a device for converting data originated by a computer into signals capable of transmission over telephone lines and vice versa.
- *Network* — a group of terminals and one or more computers connected by communications channels for the purpose of having common access to data.
- *Operating System* — the master control program that governs the operation of a computer system. Among other things, it operates input, output, and storage devices without the user needing to know how these operations are carried out.
- *Program* — a complete set of instructions that tells a computer how to do something.
- *RAM* — stands for Random Access Memory, which is any type of memory with both read and write capability. Available to the user to store programs and data during processing but is lost when the power is turned off.
- *ROM* — stands for Read Only Memory, which is memory that can be read from but not written to. Not available to the user.
- *Scroll* — move the viewing area covered by the screen up, down, or sideways to view adjacent data.
- *Software* — discs that contain computer programs.
- *Spooling* — a process of temporarily storing data until it can be processed. Typically this applies to printing output because the printer is not fast enough to keep up with the computer.
- *Spreadsheet* — a very powerful type of screen-oriented program that accepts numerical data in column form and executes mathematical operations on the data. Very useful for budgeting and similar modelling applications.
- *User-friendly* — a buzz word meaning software which is easy to use by inexperienced computer operators. This is usually achieved by the use of menus and displayed prompts that help the user provide instructions to operate the program.
- *Window* — a portion of a video screen display that is divided into two or more segments showing data from different areas of memory.

Source: Brookes, T. Don't let buzz words confuse you. *Winnipeg Free Press*, February 9, 1984.

New Publications and Visuals

In-Touch

The Infant Nutrition Institute, established by the H.J. Heinz Company of Canada Ltd. in the interests of promoting infant nutrition education among health professionals and the general public, publishes a quarterly newsletter entitled *In-Touch.* The newsletter, edited by Dr. D.L. Yeung — an infant nutritionist, is reviewed by a five member advisory council consisting of a nutrition consultant and four doctors specializing in nutritional sciences, pediatric research and clinical nutrition.

Infant food intolerances and nutrient requirements will provide a focus for current and upcoming articles. In the issue reviewed, the article on food intolerances deals with the definition of food allergy and describes some of the more common allergenic foods. In later issues, intolerances to cow's milk, breast milk, and certain other infant foods will be discussed. An article on nutrition requirements outlines the philosophy behind the establishment of the revised Recommended Nutrient Intakes for Canadians. Future issues will deal with specific nutrient requirements.

To subscribe: contact *H.J. Heinz Company of Canada Ltd.*, 250 Bloor Street East, Toronto, ON, M4W 1G1.

Statistique Canada

Trois genres de Profils du recensement sont actuellement publiés comprenant plus d'un demi milliard de données de base relevées du formulaire ("long") du recensement de 1981. Des sujets fondamentaux comme la population, les logements, le revenu, la main-d'oeuvre et l'éducation sont présentés d'après leur région géographique. Un total de 36 bulletins de Secteurs de recensement présentent le profil de quelque 3 300 quartiers urbains; 12 bulletins à caractère provincial donnent le profil de 5 700 municipalités; et 5 bulletins à l'échelle du Canada exposent le profil des comtés, des municipalités régionales, des régions métropolitaines, des agglomérations du recensement et des circonscriptions électorales du Canada. Aussi, des totalisations spéciales peuvent être commandées sur des imprimés d'ordinateur et sur des bandes magnétiques.

Sont parues également 2 publications de référence. Le *Dictionnaire du recensement de 1981*, présente les définitions des variables et des termes utilisés dans les bulletins du recensement de 1981. Le catalogue du recensement intitulé *Produits et services du recensement de 1981* dresse la liste des services de microfiche et des bandes, ainsi que des bulletins qui renferment des données sur d'autres variables clés comme l'âge, le sexe et les ménages.

L'échantillonnage: Un guide non mathématique, un guide de 69 pages publié par Statistique Canada. Ce guide est l'ouvrage idéal de référence pour les personnes qui n'ont qu'une formation limitée ou pas de formation du tout en statistiques mathématiques. Ceux qui font des recherches dans les enquêtes pour la première fois ou à l'occasion, les étudiants en sciences sociales et en particulier les utilisateurs des enquêtes de commercialisation auront, grâce à cette publication, une bonne compréhension fondamentale des méthodes et des plans d'échantillonnage. Les chercheurs expérimentés, qui se trouvent éloignés des "fondements" de la pratique des enquêtes, verront également en ce manuel une source de référence précieuse en ce qui a trait à l'essentiel de la recherche par enquêtes.

Pour plus de renseignements, communiquez avec: Service-clients du recensement, Statistique Canada, Immeuble Jean Talon, 2e étage, Ottawa, ON, K1A 0T6.

Saskatchewan Family and Consumer Studies

The Extension and Community Relations Divisions of the University of Saskatchewan in Saskatoon have produced three free publications. *Using Saskatchewan Crabapples* provides information on basic procedures for preparing this fruit as well as a sampling of recipes. *How Much is a Homemaker's Time Worth?* outlines methods for measuring homemaking services and presents sample calculations. *The Cost of Raising a Child* encourages readers to consider the actual costs associated with child rearing as part of family planning decisions.

Who Says Sugar is Bad for You?

The article bearing this title which appeared in the October 1983 edition of *The Reader's Digest* has been reprinted in pamphlet form. It is a condensed summary of a section from the best selling book on nutrition, *The 100% Natural, Purely Organic, Cholesterol-Free, Megavitamin, Low-Carbohydrate, Nutrition Hoax*, by Dr. E.M. Whelan and Dr. F.J. Stare.

For more information contact: *Canadian Sugar Institute*, 7 King Street East, Suite 1904, Toronto, ON, M5C 1A2.

The Garland Recipe Index

This unique 335 page, hard cover book alphabetically indexes recipes from 48 cookbooks. Entries are cross-referenced and provide additional information such as principal ingredients, ethnic origins, and definitions of foreign cooking terms. The *Index* includes the most recent editions of cookbooks authorized by such famous cooks as James Beard, Craig Claiborne, Julia Child, and Irma Rombauer. Recipes from a variety of cultures such as Japanese, Indian and Mexican are also included.

The book was written by Kathryn W. Torgeson, a professional indexer and scientific editor, and Sylvia J. Weinstein, a psychological counsellor and cooking enthusiast.

Source: Press Release, *Garland Publishing Inc.*, 136 Madison Avenue, New York, NY 10016, (212) 686-7492. Telex 424588.

Répertoire Energuide 1983

L'Association canadienne de normalisation a publié un répertoire compilant les cotes de consommation d'énergie

qui s'appliquent aux gros appareils électroménagers. Sont compris réfrigérateurs, congélateurs, cuisinières, machines à laver, sécheuses et lave-vaisselles. Le programme ENERGUIDE a été mis sur pied afin d'informer les Canadien(ne)s de la quantité d'électricité utilisée par les gros appareils électroménagers et de les aider à épargner argent et énergie. Dans le cadre de ce programme, tous les gros appareils électroménagers sont vérifiés afin d'en déterminer la consommation d'énergie. Cette estimation est inscrite sur l'étiquette ENERGUIDE placée sur tous les nouveaux appareils visés par le programme. L'information sera certainement très utile au consommateur et à la consommatrice lors de leur magasinage pour identifier l'appareil électroménager qui, tout en satisfaisant leurs besoins, consommera le moins d'énergie électrique possible.

Pour de plus amples renseignements, veuillez communiquer avec: Consommation et Corporations Canada, Ottawa, ON, K1A 0C9.

Computers In Nutrition Education

The *Journal of Nutrition Education* will publish an expanded issue in June 1984 devoted exclusively to past, present, and future uses of computers and computer software in nutrition education. This special theme issue is designed to provide practical information for nutritionists, dietitians, health educators, teachers, food service managers, and researchers with varying levels of computer knowledge.

Content will cover guidelines for selecting software; criteria for evaluating computerized nutrient analysis programs and databases; tips for designing individual software programs; and reviews of more than 50 software programs, including nutrient and exercise analysis, games, simulations, and forecasting and inventory control. Other features will include eight pages of teaching ideas and resources; articles and reports on computer-assisted teaching, computer uses in nutrition extension, and computerized menu planning for school food services; and ideas on what the future holds for computers in nutrition education.

To order: send a cheque or money order in U.S. dollars for $12.00 plus $.75 shipping/handling per order to *Journal of Nutrition Education*, 1736 Franklin Street, Suite 900, Oakland, CA 94612. Telephone (415) 444-7133.

Childbirth

The Canadian Institute of Child Health has produced an award winning film entitled *Childbirth . . . The Changing Sounds.* This film, written and directed by Donna Preece, was shot on location at McMaster University Medical Centre, Division of Chedoke-McMaster Hospitals, Hamilton and St. Joseph's Hospital, London.

Losing a Baby is another newly released CICH publication. It was prepared by the Department of Social Work Services in co-operation with the Perinatal Program at McMaster University Medical Centre and was written by social worker, Anne Yarwood.

Source: *CICH Newsletter*, 1984, *6*(1).

Baby-sitting Course by TV

The Quebec Safety League, with funding from Health and Welfare Canada, has produced a television series on baby-sitting which consists of thirteen one-half hour shows. This series is being organized in co-operation with the Community Health Department of The Montreal General Hospital. Teenagers are the target audience; however, the series is of equal interest to new parents. The information, supplied by a variety of professionals, is complete, up-to-date, and interesting. Topics are:

- the rights and responsibilities of baby-sitters.
- child care, part I.
- child care, part II.
- developmental stages of children.

Source: *Safety Canada*, Jan/Feb 1984, *28*(1).

Rapport préliminaire sur les conséquences d'un libre échange en matière de textile et de vêtement

La Commission du textile et du vêtement vient de publier un rapport préliminaire intitulé *Conséquences d'un libre échange éventuel en matière de textile et de vêtement entre le Canada et les Etats-Unis*. Le rapport résume les réactions de 80 représentants de l'industrie, des syndicats et des consommateurs, contenues dans les mémoires présentés à la Commission au cours d'audiences qui se sont déroulées en novembre et décembre 1983 à Montréal, Toronto, Halifax, Winnipeg, Vancouver et Ottawa.

Les réactions des représentants vis-à-vis cette question du libre échange vont du rejet total à l'acceptation inconditionnelle. Tous les intervenants sont d'avis que si l'on instaure un régime de libre échange dans le secteur des produits du textile et du vêtement, il y aura lieu de prévoir une période de transition et d'uniformiser les règlements douaniers des deux pays. Pour sa part, le gouvernement devra fournir de l'aide en matière de collecte de renseignements concernant le marché américain et revoir la structure des usines de production. La Commission continuera d'étudier cette question et soumettra son rapport final en avril 1984. Ce rapport sera également examiné par le nouveau Groupe de travail sur l'industrie du textile et du vêtement qui est chargé de formuler et de recommander au gouvernement fédéral une stratégie à long terme pour ce secteur.

Provenance: Communiqué. Expansion industrielle régionale, Gouvernement du Canada.

University Education as a Consumer Decision
Application to Home Economics

B.J. Pain

Abstract

This study examined the decision to become a consumer of the educational service offered by the College of Home Economics at the University of Saskatchewan. Data were obtained from questionnaires mailed to all 1979 graduates and administered to all full-time undergraduates attending the College in 1982. Specific economic and demographic characteristics were examined, as well as the search, alternative evaluation, and outcome aspects of the decision process. In the search aspect, the average number of sources of information used by students in selecting the service was 4.3, while the average number suggested for use by graduates was 8.3. Both groups ranked their peer group as the most used source of information followed by College faculty. Different patterns of evaluative criteria use emerged. The criteria most used by the students were the program, previous investment in the program, and program location while those suggested for most use by the graduates were job availability, range of career options, academic reputation, and program. In terms of outcome, the largest percentage in both groups were satisfied.

Canadian Home Economics Journal, Summer 1984, *34*(3), 173-177

Résumé

Cette étude examinait la décision de devenir un(e) consommateur(trice) du service éducationnel offert par le Collège d'Economie familiale à l'Université de Saskatchewan. Les données provenaient de questionnaires expédiés par la poste à tous(tes) les diplômé(e)s de 1979 et de questionnaires remplis par tous(tes) les étudiant(e)s du 1[er] cycle, inscrit(e)s à plein temps au Collège en 1982. Des caractéristiques économiques et démographiques particulières ont été examinées, ainsi que la recherche, autres possibilités d'évaluation et les aspects des conséquences du processus de décision. Par rapport à l'aspect de la recherche, le nombre de sources d'information utilisées par les étudiant(e)s choisissant le service était, en moyenne, 4,3, tandis que les diplômé(e)s ont suggéré une moyenne de 8,3 sources. Les deux groupes considéraient leur groupe de pairs comme source d'information *la plus utilisée*, suivie de la faculté du Collège. Différents patterns de *critères d'évaluation* employés sont ressortis. Les critères employés par les étudiant(e)s étaient le programme, l'investissement préalable dans le programme et l'emplacement du programme, tandis que les critères les plus souvent suggérés par les diplômé(e)s étaient la disponibilité d'emplois, les possibilités de choix de carrières, la réputation académique et le programme. Concernant les résultats, le pourcentage le plus fort des deux groupes s'est dit satisfait.

The research reported here is part of an ongoing research project to examine the student-institutional relationship from a consumer behavior perspective. This perspective views the student as a consumer of the educational service offered by the College of Home Economics at the University of Saskatchewan.

The use of the consumerism analogy, even if not endorsed by all educators and perhaps even because of "its very repugnance" to some, has been successful in raising both public and institutional consciousness about many educational issues in a very short time period (Stark, 1977a, p. 212). Since 1973 the student as consumer has received a great deal of attention and support from various segments in society (Halliburton, 1978; Moye, 1977; Packer, 1978; Stark & Griffith, 1979; Swagler, 1978). This approach portrays a student engaging in purchase and consumption related activities involved in an exchange process with an educational institution. It recognizes the reciprocity of the new relationship which is being forged between the student and the educational institution. In fact, El-Khawas (1977) has suggested that:

> In its call for increased responsiveness to the needs of students in the procedural aspects of their relationships with postsecondary institutions, consumerism represents a general challenge to review existing practices and, as necessary, to develop new procedures to meet changing student needs (p. 124).

Whether to become a consumer of the services of postsecondary education and furthermore which particular service to choose are important decisions (Chapman, 1978). The desirability of promoting a sound educational decision is undisputed (Stark, 1977b) and this choice will be no better than the information on which it is based (Chapman, 1978). Although there is an abundance of discussion in the literature about providing more adequate information for prospective students, Stark (1977b) recognized that there is, "little agreement on precisely what information students need to make educational decisions" (p. 166).

Taylor (1978) contends that many postsecondary students have no sound reason for being in college and would not have

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attended if they had been given valid information. Taylor sees the costs of providing space and instruction for the students who never complete college as a staggering waste of public dollars. The human costs are also considered. By the time these students realize their mistakes and drop out, much damage has already been done in terms of wasted time, effort, and frustrated hopes. Taylor contends that this may also be the case for those students who persist in college.

Huddleston (1980) indicates that 40% of entering students will not complete a baccalaureate degree in the college where they initially enroll. These attrition patterns may be a part of normal exploratory behavior (Howey, Yarger, & Joyce, 1978). On the other hand, these attrition patterns may be one indication of the existence of consumer dissonance and/or dissatisfaction.

Huddleston (1980) purports that there is a need to graduate satisfied consumers from postsecondary institutions. To increase the likelihood that this will happen requires that postsecondary institutions examine their relationships with their clients. It is therefore important to acquire knowledge about the students who are presently enrolled and those who have graduated to determine the process by which the decision to attend a particular institution was made. The ability to promote sound decisions by future students would be assisted by a better understanding of this decision process, and would be of benefit not only to the student consumer but the supplier of the service as well.

This research paper reports on one part of a research project on university education as a consumer decision. This project focussed on the decision to attend the College of Home Economics and only those students who had made the choice to attend were included in the study. The Engel-Kollat-Blackwell (EKB) model of consumer behavior (Engel, Blackwell & Kollat, 1978) provided the conceptual framework for the study. The EKB model encorporates a five stage decision process consisting of problem recognition, search, alternative evaluation, choice, and outcomes. Selected aspects of three stages were designated for study as follows:

- The Search stage which focussed on the sources of information *actually used* by the students and the sources *suggested for use* by the graduates. The number of sources used or suggested for use was also studied — a measure recommended by Engel et al. (1978).
- The Alternative Evaluation stage which focussed on the evaluative criteria utilized — both the number used or suggested for use as well as specific high use/suggested use criteria were examined.
- The Outcomes stage of the study involved questioning both groups to determine if they perceived opportunities for dissonance resolution and the *Delighted-Terrible Scale* (Andrews & Witney, 1976) was used to measure satisfaction with the service. The use of this scale as a measure of satisfaction has received considerable support (Kazak & Linney, 1983; Westbrook, 1980).

A better understanding of this decision process has the potential for providing: a sounder basis for student decisions about enrolment; partial explanation for attrition at the college level; direction for college planners; a more satisfied consumer body; conservation of resources, both economic (loss of earnings) and non-economic (time); a means for increasing the effectiveness of the university marketing function; and suggestions for improved consumer education in the service sector.

Methodology

Populations

This study involved all graduates of the College of Home Economics who were listed in the University of Saskatchewan 1979 Spring and Fall Convocation proceedings and all full-time undergraduates in the College who were in residence during March and April, 1982. Due to the relatively small number of 1979 graduates and students in the College, the entire populations were included in the study. The graduate respondents numbered 29 which represents 87.9% of the total population of 1979 graduates. The undergraduate respondents numbered 152 which represented 98% of the total population of undergraduates.

Procedure

Data for the study were collected via two questionnaires. The undergraduate questionnaire was constructed based on the literature and research findings relevant to the selected aspects of the decision process to be explored in this study. The questions relating to the demographic data followed wherever possible the format used by the Office of Institutional Planning, University of Alberta, in its student characteristics questionnaire (Davidson & Bryan, 1980). The decision to maintain the same format was made in the interest of developing demographic profiles of commonalities and differences of students in their respective colleges (faculties) on the two campuses. The graduate questionnaire was constructed to closely parallel the undergraduate questionnaire. To obtain data about sources of information and evaluative criteria, the students were asked to report on *actual* personal use and the graduates on *suggested use* for prospective and current students.

The undergraduate questionnaire was administered by the researcher during March and April 1982 to six classes in the College of Home Economics. The small number of students who were not in attendance during the class administrations of the questionnaire were contacted individually, resulting in a total of 152 respondents for a response rate of 98.0%.

The graduate questionnaire was administered to the graduates by mail. An initial list of addresses obtained from the Alumni Office, University of Saskatchewan was compared to the College of Home Economics listings, and the first mailing was sent out. A number of the addresses were not accurate and subsequent mailings were made whenever new addresses were identified. Three graduates were never located and one graduate did not respond, giving a final response rate of 87.9%, with 29 responding.

Results

Characteristics of the Respondents

Gender and dependent children. All of the respondents in both populations were female. None of the 1979 graduates had any dependent children while they were attending university compared to 4.6% of the current students.

Permanent residence. The largest percentage of students (36.4%) had permanent residences within 39 km of the University followed by 31.5% who resided within 240-559 km. A different pattern was evident for the graduates, with the largest percentage (55.2%) residing 240-559 km distant from the University followed by 21.4% who resided within 34 km. Both groups drew their largest percentage from

population centres of over 100,000 (students, 35.3%; graduates, 27.6%) followed by population centres under 250 (students, 22.7%; graduates, 24.1%).

High school size and high school averages. The largest percentage of students from both groups had attended small high schools with student populations of 299 or under (students, 35.3%; graduates, 39.3%). The next largest group came from large high schools with populations of 1000 plus (students, 30.0%; graduates, 25.0%). A larger percentage of current students had high school averages of 80% or more (57.9% compared to 44.8% of the graduates).

Funding sources. Parents were the single most-used source of funding as well as the largest suppliers of funding for both groups. Parents provided some funding to 64.5% of the current students, and had provided financial support to 88.9% of the graduates. Parents provided 28.7% of the total funding of university education for the students and 40.9% for the graduates. The second most utilized source of funding for both groups was from employment between sessions (students, 56.6%; graduates, 66.7%). Income obtained from employment between sessions also placed second in terms of total funding for both groups (students, 27.1%; graduates, 29.3%). The students' third most utilized source of financial support was savings with 51.3% reporting this source. Savings also ranked third largest in terms of total funding, providing 15.9%. The graduates placed the government student loan program as third, both in terms of funding source (40.7%) and total funding (10.4%). For the students, the government student loan program was utilized as a source by 15.8% (7th place), providing 6.2% of the total funding (5th place).

Parents' education/language. The parental levels of education were lower for the parents of graduates. More fathers and mothers of graduates had completed grade 12 or less, and no parent of graduates had any postgraduate education. English was spoken in all parental homes of students and in 97% of the parental homes of graduates.

Parents' occupations. The largest occupational classification for fathers in both groups was farming related (students, 37.0%; graduates, 51.7%) followed by the professional/managerial classification (students, 30.0%; graduates, 24.1%).

The largest occupational classification for mothers in both groups was non-wage earner (students, 36.0%; graduates, 57.1%). In the student group, the second largest classification for mothers was professional/management (32.0%), while for graduates the second largest was clerical/sales/service (28.6%). Only 10.7% of the mothers of graduates were in professional/management occupations and 25.0% of the mothers of students were in clerical/sales/service occupations.

Selected Aspects of the Decision Process

Search. Different patterns emerged as to when the possibilities of home economics education were first considered. For the student group, the largest percentage (41.1%) first considered home economics after leaving high school, followed by those who considered home economics during grade 12 (28.5%) and grade 11 (13.2%). For the graduates, the categories of grade 11 and after leaving high school tied for first consideration (each with 31.0%), followed by grade 12 (20.7%).

The students were asked to indicate actual sources of information used to make the decision to enroll in home economics. Graduates were asked which information sources *would* assist students in making this decision. Both groups were provided with an identical list of 24 specific sources plus the option to add *other* sources. The difference in the wording of the questions prevents direct comparison of the responses of the two groups. More sources were suggested for use by graduates (mean number = 8.3) than were actually reported as being used by students (mean number = 4.3). The different patterns of actual use versus suggested use that emerged are presented in Table 1.

Table 1
Information Sources for Decision Making: Actual Use by Students and Suggested Use by Graduates

Source of information	Rank	Frequency of response	Percentage of respondents using
Actual Use by Students			
University students	1	90	59.2
College faculty	2	81	53.3
Printed material from the university	3	77	50.7
Parents/spouse	4	72	47.4
Friends	5	46	30.3
Recent graduates	6	42	23.1
Organized visit to the university	8	29	19.1
High school personnel	10	25	16.5
Career days	12	15	9.9
Suggested Use by Graduates			
Recent graduates	1	23	79.3
College faculty	2	21	72.4
University students	3	19	65.5
Printed material from the university	4	18	62.1
High school personnel	5(tie)	17	58.6
Organized visit to the university	5(tie)	17	58.6
Career days	6	16	55.2
Friends	11(tie)	9	31.0
Parents/spouse	11(tie)	9	31.0

For both groups, the peer group ranked as the most used category, with 59.2% of the students using the source, university students, and 79.3% of the graduates suggesting the source, recent graduates. Placing second for usage by both students and graduates was the college faculty (students, 53.3%; graduates, 72.4%). The graduates' third most used source was university students (65.5%), followed by printed material from the university (62.1%), organized visits to the University and information from high school personnel (each with 58.6%), and attending career days (55.2%). On the other hand, the students' third most used source was printed material from the university (50.7%) followed by information from parents/spouse (47.4%), and information from friends (30.3%).

Alternative evaluation. Thirty-six evaluative criteria which may be used during the evaluation stage of the decision process were included in the study, with provision for the student to specify three *other* alternatives which they may have considered. The mean number of evaluation criteria utilized by the students was 8.2 and the mean number suggested for use by the graduates was 10.5. Distinctive patterns of criteria use by students and suggested

use by graduates were evident, with the first two placements different for each group. These differences are illustrated in Table 2 which presents patterns of use for **selected** criteria. Notable differences include the greater importance attached to job availability, range of career options, and the academic reputation of the university by the graduates, and the lesser importance which the graduates gave to location of the university and previous investment in the program.

Outcomes. In the examination of dissonance resolution, the students were asked if there was anything students might do to clarify whether or not they had made a correct decision with regard to college choice. In response, 67.8% of the students and 72.4% of the graduates indicated that students could do something to clarify their decision; 30.9% of the students and 17.2% of the graduates were not sure; and 1.3% of the students and 10.3% of the graduates felt there was nothing students might do to clarify their decision regarding college choice.

For the outcomes of choice, the researcher examined the satisfaction ratings given by the students at the end of the 1981-82 academic year and those given by the graduates at the time of the survey. The largest percentage selected the satisfied classification (students, 65.1%; graduates, 62.1%), followed by mixed (students, 21.7%; graduates, 24.1%), and dissatisfied (students, 7.9%; graduates, 13.8%).

Table 2
Selected Criteria for Decision Making

Evaluative criteria	Rank	Frequency of response	Percentage of respondents using
Actual Use by Students			
Program of study	1	100	65.8
Previous investment[a] in the program	1[a]	100	65.8
Location of university	3	86	56.6
Job availability	4	67	44.1
Range of career options	5	62	40.8
Basic cost	8(tie)	54	35.5
Academic reputation of the university	13	36	23.7
Suggested Use by Graduates			
Job availability	1	28	96.6
Range of career options	2	25	86.2
Academic reputation of the university	3(tie)	21	72.4
Program of study	3(tie)	21	72.4
Basic cost	5	20	68.9
Location of university	12(tie)	8	27.6
Previous investment	17(tie)	6	20.7

[a]Used by 80% of the 2nd through 4th year students

Summary

The present study looked at the decision making elements of a population of female students and population of graduates of the College of Home Economics at the University of Saskatchewan. Several differences between the populations and selected decision factors were noted in the data. For example, none of the graduates had dependent children while they were students whereas 4.6% of the students did. More of today's students enter the College with a grade 12 average of 80% or higher. Also, more of today's students come from the immediate area, within 0-39 km of the university. For the graduates, the largest percentage came from the distances 240-559 km from the University.

Both groups drew the largest percentage of students from population centers of 100,000 or more, a finding counter to the popular notion that the College draws students primarily from rural areas. The largest percentage of respondents in both groups did, however, attend small high schools.

For both groups parents were the most used, single source of funding and the largest suppliers of funding. While the parental financial support of today's students may seem high, with 65% of the students receiving some funding from parents and with parents providing 28% of the total funding for the students at the College, the parents of the graduates had provided a greater amount of funding. The parents of graduates had provided some funding to 89% of the students and 41% of the total funding. Another source of funding which showed a decrease in utilization by today's students is the government student loan program which moved from third place for the graduates to seventh with a decrease from 41% to 16% in utilization. A larger number of current students reported utilization of savings as a source of funds. Further research into changes in funding patterns is required to determine if today's students are experiencing more financial difficulties in obtaining a university education and to explore more specifically the major sources of funding which are currently utilized. One source that needs further study is that of savings to determine whether the savings have accumulated over the individual's lifetime, during work prior to attending university, or during an interruption in their program of studies.

The parental levels of education were higher for both mothers and fathers of students, and more of the students' mothers were gainfully employed. For the employed mothers, employment categories were also different, with greater participation in professional/management occupations. The largest percentage of fathers of both groups were in farming-related occupations; however, fewer fathers of students were thus employed.

Very different patterns emerged as to when home economics as a career was first considered. More of the students made the decision after leaving high school than during grade 11. Further research is required to determine if this is a long-term trend. If this trend is found to be relatively stable, the College must consider expanding its recruitment program beyond the high school segment of society and must re-examine the current high school recruitment program.

In regards to the use of information sources, the graduates suggested use of almost twice as many information sources as the students reported were actually used. Both groups placed their peer group in the most used position and the College faculty, second. The graduates placed university students in the third most used position. These findings support efforts of the College of Home Economics to keep both its faculty and students informed about current and future plans, and provides direction for the College to increase endeavors to keep its graduates up to date about programs to enable them to be informed disseminators of College information.

Two very different patterns of evaluative criteria use/suggested use emerged. An examination of the top three rankings in terms of use and suggested use indicates that while both the graduates and the students used the criterion of program of study, the student usage was higher. The students also had a much higher user rate associated with the criteria of previous investment in the program and the location of the university; whereas, the graduates suggested the use of the criteria of job availability, range of career options, and the academic reputation of the university. The criteria that graduates suggested for use when making the decision regarding college attendance appear to be more focussed on the future applicability of the degree in relation to the job market.

When asked how satisfied they were with their educational choice, the outcomes of choice patterns for both groups were similar with the largest percentage being satisfied, followed by mixed, and then dissatisfied. Although the differences were small, overall the graduates were not as satisfied with their decision to attend. Whether or not this level of satisfaction is confined to the 1979 graduating class or, if indeed, it is a part of an established pattern is currently under study.

The outcomes stage of decision making plus many of those previously indicated as requiring further research are being examined as part of an ongoing study at the College of Home Economics at the University of Saskatchewan. The present research focussed on those who actually became consumers of this service. Additional research is needed to examine the decision process of those students who considered this service, but did not become consumers. Further research of the student-institutional relationship is urgently needed by other institutions across Canada, in order that we may develop a national perspective on this relationship. ●

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Your Foundation: **A Visible Identity**

(continued from page 178)

the advice of a tax and accounting firm, public announcement about the Foundation and fund raising were postponed. Again, the Foundation executive started a round of letters and discussions with the federal government. In a letter dated January 18, 1982, we received initial notification that we could act as a public foundation. A further letter, dated June 14, 1982, clarified the Foundation's ability to accumulate funds.

Funding and Projects

Establishing a fund large enough to support a number of significant projects will take time. Consequently the first activities have been devoted to fund raising. Yearly appeals have been sent to CHEA and affiliated group members. A corporate appeal is being planned.

The first project supported by the Foundation was the purchase and dubbing of the CHEA-distributed nutrition tapes for radio broadcast. Currently the Foundation is supporting a project with the title: *Review of Requirements of Nutrition-Related Microcomputer Programs for Educational Purposes.* The purposes include: formulating criteria for purchasing computer programs for educational activities and preparing computer programs, ascertaining what uses are made of computer programs in teaching nutrition, ascertaining what software suppliers have nutrition-related programs, and evaluating some currently available programs.

Organization

The Foundation is operated by a Board of Trustees of up to nine members appointed by the nominating committee of CHEA. An attempt is made to appoint representatives from various geographical regions and areas of specialization within the field of home economics. The Executive of the Board of Trustees, currently located in Winnipeg, meet regularly. Annual meetings of all the trustees are held in conjunction with the CHEA conference. In addition an annual meeting, open to the public, is held during the same week.

The Board of Trustees are working to meet the CHEAF goals. Please contact them if you have suggestions, can offer help, or would like to make a contribution. CHEAF is becoming a visible identity in 1984. Watch for members of the Board of Trustees at meetings and offer your support! ●

Your Foundation

A Visible Identity

M.E. (Peggy) Tyrchniewicz

Have you noticed brochures and messages from the Canadian Home Economics Association Foundation (CHEAF)? Have you the usual questions of what, when, who, where, and how?

Purpose of Foundation

CHEAF was organized to allow the establishment and administration of a capital fund to be used to meet the broad goals of raising the quality of life for families in Canada. Specifically, the Foundation will mean that home economists and others interested in related areas will have a source of funding to enable them to gather and disperse information. The specific purposes of the Foundation are to

- promote dissemination of home economics information to the public
- promote and sponsor research in areas related to home economics
- sponsor projects aimed at developing improved educational techniques and tools for dissemination of home economics related materials.

Support will be given to research concerned with developing new avenues of interest, or projects with little outside funding; to development of teaching techniques or tools for use by professionals in delivering home economics related material; and to projects that disseminate knowledge to the public by the media, public programs, or lectures.

M.E. Tyrchniewicz holds BSc(HEc) and MSc degrees from the University of Manitoba and is an associate professor in the Department of Clothing and Textiles at that University. She is currently, Chairman, Board of Trustees, Canadian Home Economics Association Foundation.

History of Foundation

The initial idea for CHEAF was developed at the CHEA Board of Directors meetings in 1975. The Executive Director was asked to study the establishment of a foundation and to report to the 1976 meeting. In 1976, a small committee was established to study the needs of the Association and formulate policy and the by-laws necessary for the establishment of a foundation. During the next few years the committee studied tax laws, benefits to CHEA, and operation of other foundations.

After a thorough study, it was concluded that the establishment of a foundation would offer several advantages to CHEA. Through support of projects of an educational nature, a foundation could facilitate a closer link between home economists and the public, assisting the public relations efforts of the Association. When funds would permit, research and educational projects could be sponsored. Home economists would be encouraged to initiate new and exciting projects. By receiving support for a specific purpose, members might be encouraged to seek funds from a variety of sources. As well, the establishment of a foundation would provide a channel for tax deductible donations and for receipt of memorial gifts and bequests.

At the 1978 Annual Meeting, the concept of establishing a foundation was accepted and the committee was expanded to formally state goals and objectives, write a constitution, and apply for legal corporation and tax exempt status. After many contacts with the Department of Consumer and Corporate Affairs Canada, we were notified on November 24, 1980 that as of August 1, 1980, CHEAF would be a legally recognized corporation.

On February 10, 1981 notification was received that our application for registration as a tax deductible organization had been accepted. This news was received with mixed feelings. The joy of being successful was dampened by being classified as a charitable organization rather than a public foundation. A charitable organization must spend 90% of its receipted income in the following year. A public foundation, on the other hand, may receive donations with the stipulation that the gift be held for ten years, allowing for the accumulation of a capital fund. This distinction makes a considerable difference to the organization and operation of a foundation. On

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Abstract

In 1982, the Canadian Home Economics Association Foundation was established. The first objective of the Foundation is to generate a fund that can be used to disseminate information to the public, promote and sponsor research, and develop improved educational techniques for dissemination of home economics related materials.

Résumé

En 1982, la Fondation de l'association canadienne de l'économie familiale fut créée. Les objectifs premiers de l'association furent de lancer une souscription qui servirait à la dissémination d'information au public, de promouvoir et de parrainer la recherche et de perfectionner des méthodes éducationnelles afin de disséminer des matériaux se rapportant à l'économie familiale.

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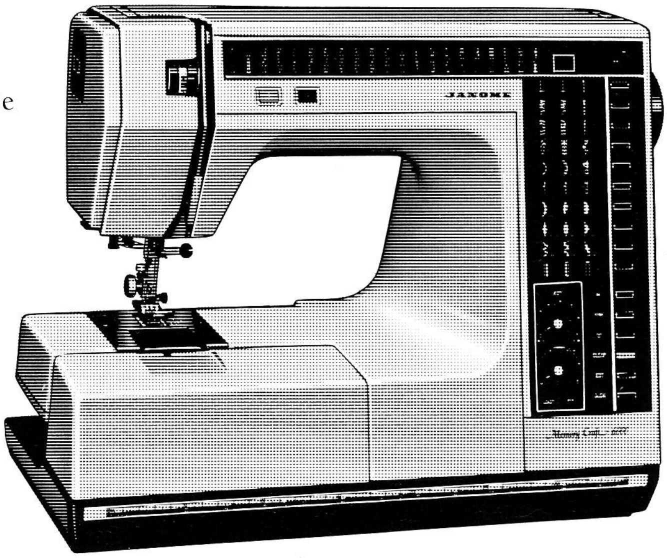

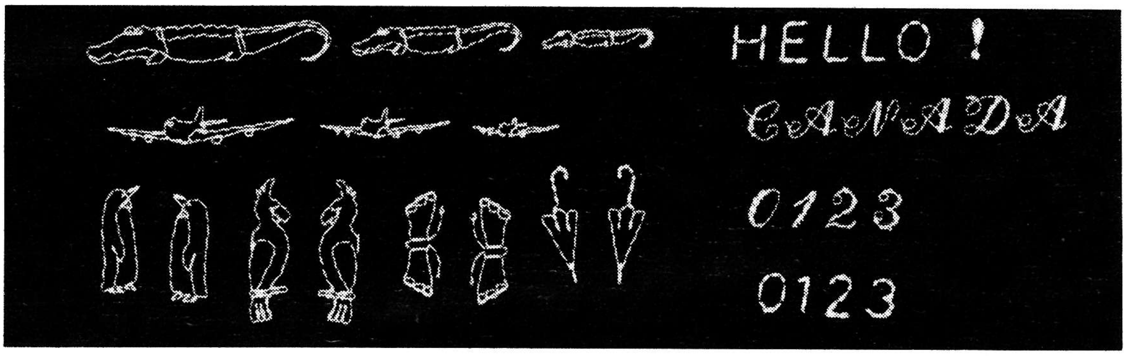

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